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ABSTRACT

This workbook is the fourth in a series of four student workbooks designed to prepare youth with the employability skills needed for the world of work. The four student workbooks contain all phases of employability skills in seven individual packages. This workbook on overcoming job problems includes two learning packages--one on opening closed doors and another on keeping a job. The writing, speech, and drama exercises are to be worked on privately, in class, or with friends and family. For many of the exercises, there are no right or wrong answers, only different ways of answering the same question. An added feature of the workbook is the key vocabulary words extracted from the text and repeated at the bottom of many of the pages. A bibliography is appended. (YLB)

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Getting your foot in the door

IV. OVERCOMING JOB PROBLEMS

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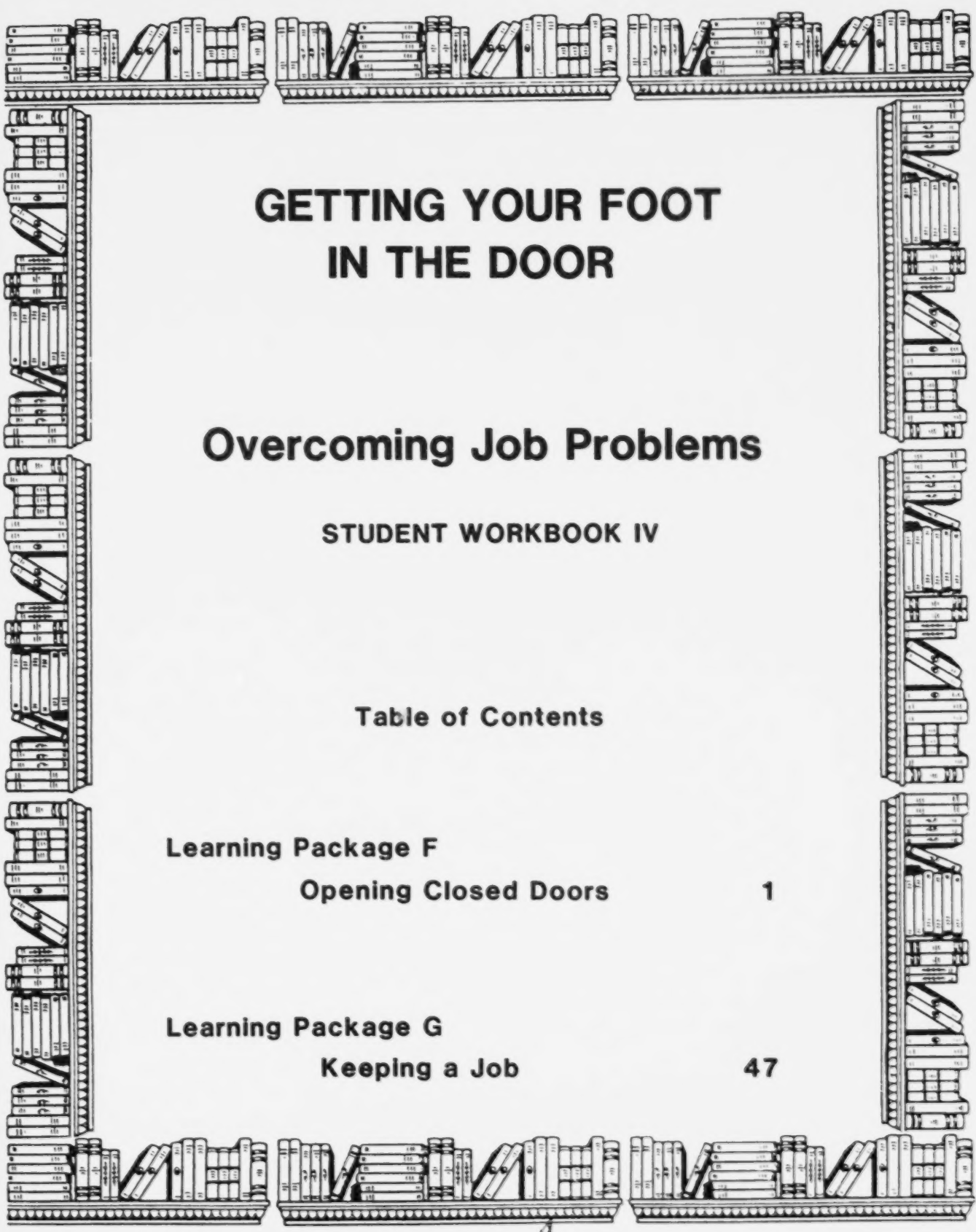
CAREER EDUCATION UNIT

Juanita O. Ward
Project Director

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GETTING YOUR FOOT IN THE DOOR

Overcoming Job Problems

STUDENT WORKBOOK IV

Table of Contents

Learning Package F

Opening Closed Doors

1

Learning Package G

Keeping a Job

47

Acknowledgements

Several years ago, the participants in a work experience research project recognized the urgent need for schools to prepare youngsters with the employability skills needed for the world of work.

This project was under the direction of Vera Hannenberg, Director of Planning, Office of Occupational and Career Education, who was assisted by Fred Banes, Harriet Borenstein, John Brennan, Mary Cohen, Amy Downey, Joe Feld, Ida Shapiro, and May Shepard.

An experimental edition of employability skills, "Getting Your Foot in the Door," was coordinated by Stanley Barondes. Subsequently, the first edition of "Getting Your Foot in the Door" was developed by Marc Kaplan and Sherry Reiter under the coordination of Francine Vernon. Shirley Anderson, Carol Costello, Alexander Hamilton, Harriette Katz, Augusto Martinez, Diana Perez, Stanley Weinberg, and Sonja Woods prepared this material for printing. Christopher Hargett contributed the graphic art.

This current edition is made possible by the Chancellor's Office of the Board of Education, the City Council and the Educational Priorities Panel. Howard Greenberger is the Editor. Kenneth SL Brownlie is the Associate Editor. Peggy Barber prepared the manuscript for printing. Also assisting in the completion of this project were Richard Downey, Jack Gold, Marc Kaplan, and Cynthia J. Wilson. Betty Davis compiled the bibliography. Nancy Boyman implemented the production of the workbooks.

Through the years, many concerned individuals have contributed their time, talent and support to the development of this project. In behalf of the students in the New York City public schools, our gratitude is extended to all of these benefactors.

All versions of "Getting Your Foot in the Door" were finalized under the supervision of the Project Director, Juanita O. Ward.

This workbook is designed to provide you with winning strategies for success in your career. The exercises, though appearing to be serious or light-hearted games, are in reality tools for self-discovery.

To get the most from this workbook, you should respond to every writing, speech, or drama exercise by taking a position or selecting an answer, even when it is difficult for you to do so. In this way, you really know who you are, what you like, which would be the right career for you, and how to achieve success.

Some exercises will be worked on privately and others will be done in class or with friends and family. Often you will be involved with a group so that you can see the same question from another person's viewpoint.

For many of the exercises, there are no right or wrong answers, only different ways of answering the same question. By this method, the unique individual who is you will find self-expression that can be transferred to a job situation.

An added feature of this workbook of Employability Skills is the key vocabulary words extracted from the text and repeated at the bottom of many of the pages. If you are not familiar with the word, look it up in the dictionary. Write the word and definition in your own personal vocabulary list at the end of each package to help you become familiar with the language of the business community.

"Getting Your Foot in the Door" consists of four Student Workbooks containing all phases of Employability Skills in seven individual packages as follows:

- | | |
|----------------------|--|
| Student Workbook I | SELF-KNOWLEDGE TO HELP YOU START YOUR CAREER |
| Learning Package A: | Career Planning/Self-Perception |
| Learning Package B: | Career Planning/Values |
| Student Workbook II | FURTHER YOUR CAREER THROUGH COMMUNICATION
AND DECISION-MAKING |
| Learning Package C: | Communication |
| Learning Package D: | Decision-Making |
| Student Workbook III | SKILLS FOR JOB-GETTING |
| Learning Package E: | Search, Application, and Interview |
| Student Workbook IV | OVERCOMING JOB PROBLEMS |
| Learning Package F: | Opening Closed Doors |
| Learning Package G: | Keeping a Job |

Each of the Learning Packages represents one of the seven steps to the attainment of your career goal and may be used alone to introduce you to a specific aspect of the world of work.

INTRODUCTION: OPENING CLOSED DOORS

One of the most serious difficulties that minorities suffer in our society is discrimination in jobs. Today many laws exist, however, that make the practice of discrimination by employers and employment agencies illegal. Awareness of these laws will help protect your rights.

This package, "Opening Closed Doors," should help you deal with actual bias and help you understand that very often each person is not only discriminated against, but also is guilty of practicing prejudice.

Discrimination takes many forms. It may be based on race, religion, ethnic origin, sex or handicapping conditions. Subtle forms of prejudice are practiced against the aged, poor, short, tall, obese, thin, facially unattractive and even those who wear glasses.

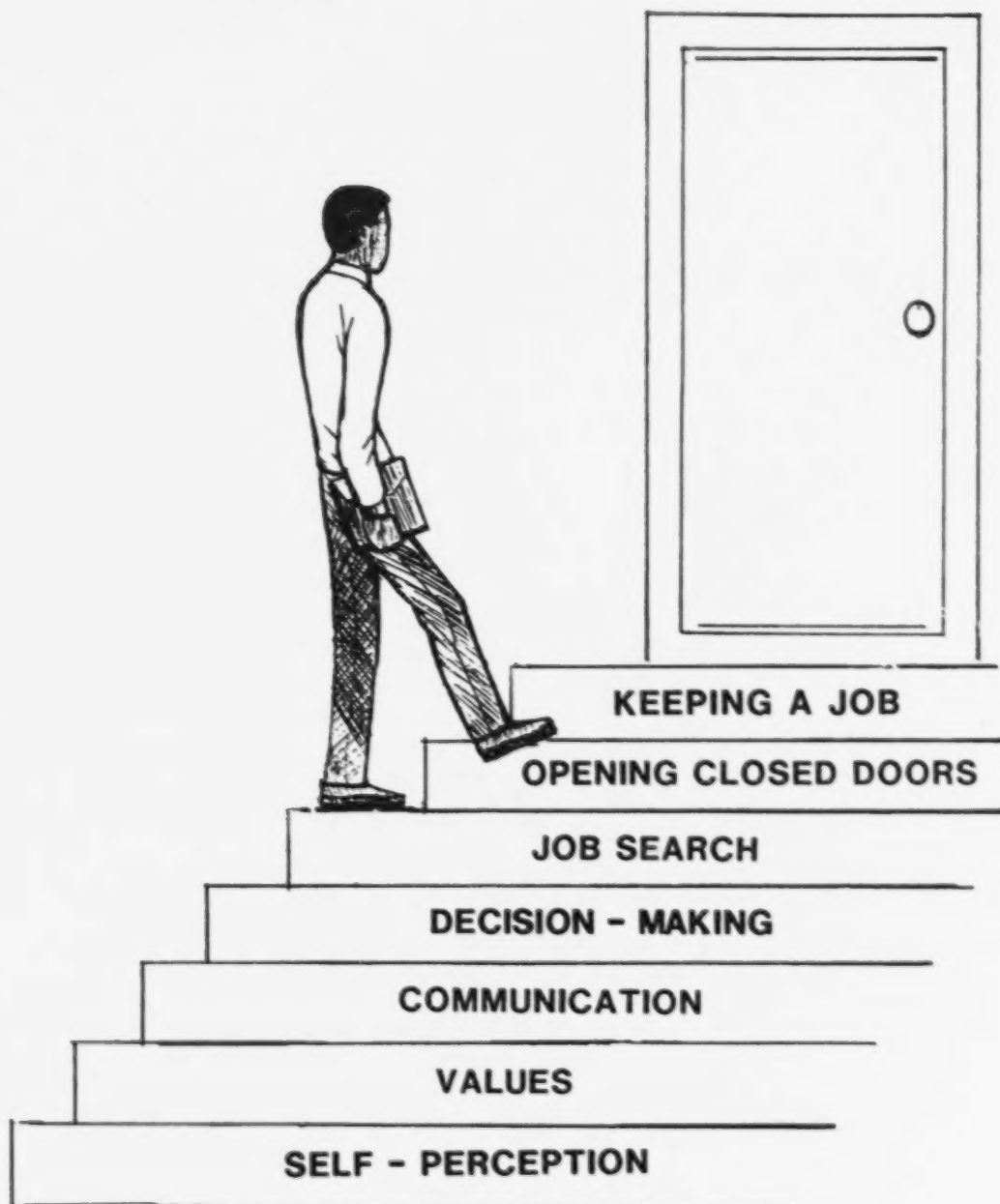
Discrimination is prejudice based on ignorance that has been part of society for centuries. People have risen to great power on the basis of creating a climate of hatred. Unfortunately, more and more people are willing to do those things to others that are hateful if applied to themselves.

The American ideal is that all people have a right to a fair share of educational and economic opportunities. Depriving people of their chances creates pain and bitterness.

GETTING YOUR FOOT IN THE DOOR

LEARNING PACKAGE F

Opening Closed Doors





Vocabulary: Opening Closed Doors

DISCRIMINATE
MINORITY
TRADITIONAL JOB
SEXISM
STEREOTYPE

INTOLERANCE
EQUALITY
PROHIBIT
SEX-EQUITY
BIAS

ETHNIC
PATRONIZING BEHAVIOR
HANDICAPPING CONDITION
ILLEGAL
CIVIL RIGHTS

- Directions:
1. Read the following story. On a separate piece of paper, in your own words, write a definition of the underlined vocabulary words.
 2. Then, write a paragraph of your own describing the way you think these people felt about the treatment they received.

When Juan and Diana started looking for work, they were not on guard against discrimination. Juan, who was Mexican, was proud of his background. Although he was a member of a minority ethnic group, he did not expect to find bias. He was well-informed concerning his civil rights, and expected equality in treatment and job opportunity. When he applied for a local factory job, he was told, "We prohibit Mexicans from working here." Juan was sure this was illegal. Juan had never come up against such intolerance before. What could he have done?

When he came home, his sister, Diana, was almost as discouraged as he was. She had just come back from an interview, which she had hoped would result in her becoming a carpenter's apprentice. The interviewer had commented on her being a very pretty girl. He patted her head in a rather patronizing manner, and offered her a part-time receptionist position instead. Diana realized that this was a typical stereotyped reaction to an unusual request, but it seemed to show an attitude of sexism. She had hoped for an interviewer who was fair in his attitudes. Diana wondered if it would be better to seek a more traditional job, rather than the non-traditional job she wanted.

Neither Diana nor Juan had thought of their ethnic heritage or sex as handicapping conditions in the job market until now.

A Look at the Facts

Look at the following chart of weekly earnings in 1979. The chart is divided into three sections: Men, Women, and Total. The Total represents the Men's and Women's sections combined.

* Median weekly earnings
** Adult workers

	Black	Hispanic	White
Men, 16 years and over	233	226	306
16-24 years	172		205
25 years and over **	247	181	330
Women, 16 years and over	174	156	187
16-24 years	143	139	155
25 years and over **	183	167	199
Total, 16 years and over	\$204	\$197	\$249
16-24 years	157	161	180
25 years and over **	217	215	278

- 1) Which men had the lowest income in the 16-24 year old group? _____
- 2) Which group had the second lowest income? _____
- 3) How do you account for this? _____
- 4) What is the difference in earnings between the highest paid black workers and the highest paid white workers, according to this chart?

- 5) Which group in the women's section had the lowest weekly earnings?

- 6) How do you account for this? _____
- 7) Which group had the highest? _____
- 8) Look at the black women column versus the white women column. What is the difference? _____
- 9) How do you account for the difference shown in salaries for black men and white men? _____
- 10) Why do you think there is less of a difference shown on black and white women? _____

Read the following paragraph and rewrite the information in your own words.

Earnings Differences

There was little difference between the median usual weekly earnings of black and Hispanic wage and salary workers employed full time (35 hours or more per week) in 1979. Both earned much less than majority group workers. The earnings gap between whites and minorities was somewhat smaller for younger than for adult workers. This shows the greater similarity in the jobs held by younger workers than adults. Except among adult women, earning differences between blacks and Hispanics in specific age-sex groups were not very different. The earnings of black adult women were somewhat higher than their Hispanic counterparts.

As the chart on the previous page shows, weekly earnings of blacks were \$204 on average in 1979, about 80 percent of the earnings of whites. Black adult men earned only 75 percent as much as white persons. On the other hand, black adult women averaged 92 percent of the amount earned by white women.

Referring back to the chart on the preceding page, can you find an error in the statistics below?

Like blacks, Hispanic workers, at \$197 in 1979, averaged about 80 percent of the earnings of whites. Young Hispanics, between the ages of 16 and 24 years of age, earned an average of \$180, not much more than black youth and still less than white youth. The earnings of Hispanic adult men were also about the same as for black men, about 25 percent below the earnings level of white men. There was a difference in earnings levels among minority women, with Hispanic adult women, at \$167 weekly, earnings \$16 less than black women, who, in turn, earned \$16 less than white women.

Do you see any connection between the statistics and the fact that there is more unemployment among minorities than among other persons? Explain.

Racial Discrimination: Where and How?

U.S. POPULATION 1980: 226,504,825

<u>Group</u>	<u>Population</u>
Whites	188,340,790
Blacks	26,488,218
Hispanics	14,605,883
Asian, Pacific Islanders	3,500,636

According to the above chart from the Bureau of the Census, which is the largest group? _____

Which is the smallest group? _____

What percentage of the population is Black? _____

What percentage is Hispanic? _____

What percentage is Asian and/or Pacific Islander? _____

Discrimination occurs frequently in the area of unemployment. The first to get fired are usually minorities. Minorities traditionally have the lowest skilled jobs, which are the first jobs to be eliminated during hard times. Do you think this is an example of discrimination? _____

Let's gather additional background information by examining the following statements made by the United States Labor Department's Bureau of Labor Statistics.

Why does the Government collect statistics on the unemployed? When workers are unemployed, their families and the country as a whole are losers. Workers and their families lose wages. The country loses the goods or services which could have been produced. Furthermore, when many people are out of work, the decline in purchasing power can lead to unemployment for other workers and cause additional hardships for the country as a whole.

To know about unemployment, particularly, how serious it is and what should be done about it, requires facts and figures. How many people are unemployed? How did they become unemployed? Are their numbers growing or declining? Are they men or women? Are they young or old? Are they skilled or unskilled? How long have they been unemployed? Are they more concentrated in one area of the country than another? After facts are obtained, they have to be interpreted properly so they can be used together with other economic facts as the basis for deciding what measures should be taken to keep our labor force fully employed.

A National Comparison

EDUCATION (Includes all people ages 25 and over)			United States	
			1970	1980
Completed 4 years of high school (%)			52.3	66.3
Completed 4 years of college (%)			10.7	16.3

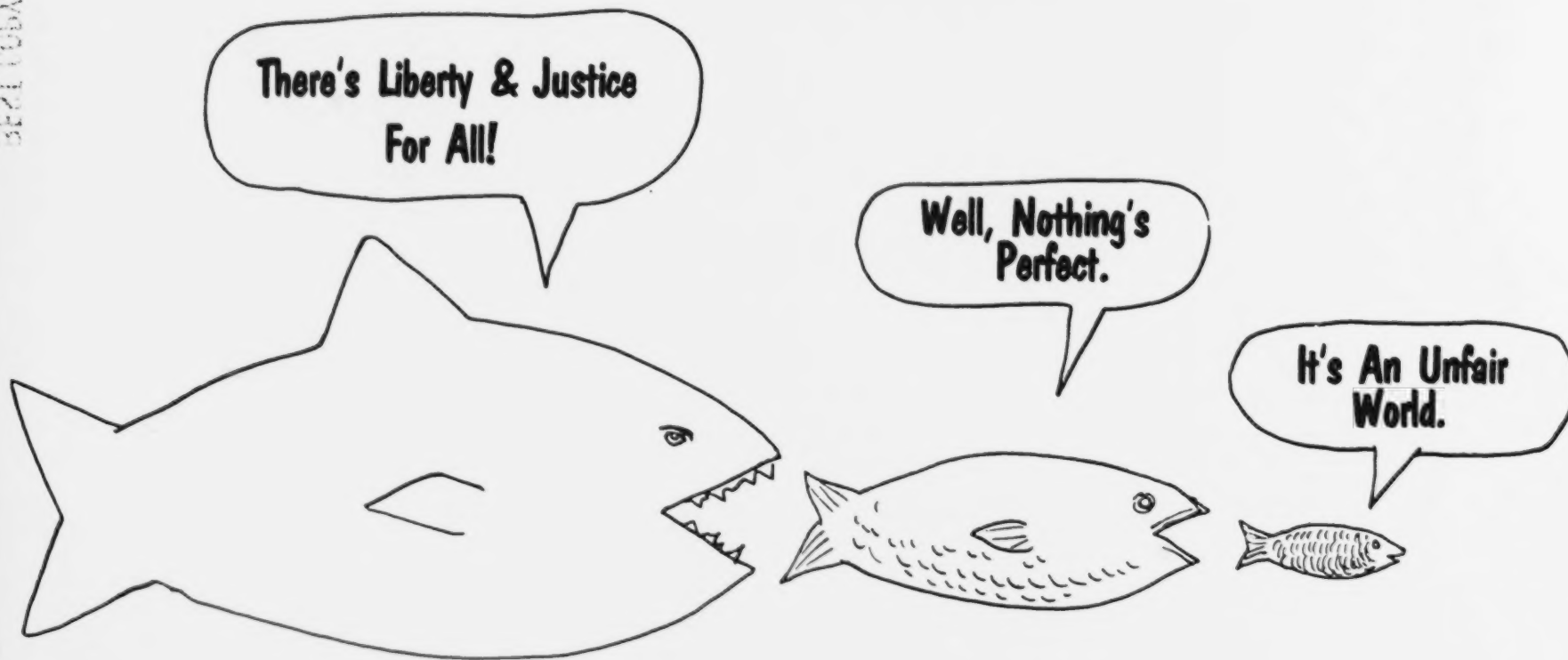
BLACKS and WHITES Education (Includes all people ages 25 and over)				
Completed 4 years high school (%)				
Blacks	31.4	50.6		
Whites	54.5	68.7		
Completed 4 years college (%)				
Blacks	4.4	8.4		
Whites	11.0	17.2		
Income (Median family income, in dollars)				
All families	9,590	19,908		
Black families	8,067	12,618		

WORK FORCE 1980 employed population, age 16 and over, by per cent in occupational category			United States	
1. Managerial, Professional Specialty			22.9	
2. Technical, Sales, Administration			30.2	
3. Service			13.0	
4. Farm, Forest, Fish			2.8	
5. Production, Craft, Repair			12.8	
6. Operators, Fabricators, Laborers			18.3	

Source: U.S. Census Bureau
Barbara Chan/Tech Solutions

Tidbits of America

1. The state with the highest median family income is Alaska, where families earn \$25,109; the lowest is Arkansas, with \$12,156.
2. Nationally, Asian-Americans earned more than any other ethnic group — \$22,075, more than \$2,000 more than the median income for all groups.
3. More than 23 million American homes have central air conditioning — up 225 percent since the last census.
4. Answering a question used for the first time, one out of every 10 people said he spoke a language other than English — and the language was Spanish 48 percent of the time.
5. The percentage of the population born in a foreign country went from 4.7 percent to 6.2 percent in the last decade; the first increase in several decades. And 63.8 percent of the population said they lived in the state in which they were born, a sharp drop from the 68 percent figure in 1970 and reflecting greater mobility.
6. Experts differ on whether some trends of the last decade will continue or be reversed in the coming years. Blacks will continue to increase their educational attainment, but the income gap between blacks and whites will remain, said Reynolds Farley, a research scientist with the University of Michigan's population studies center.
7. Because of job discrimination, Farley said, "It will take more than another decade to eliminate the earnings difference."



The Bitter Bite

1. What title would you give to this cartoon?

2. What idea do you think the artist is trying to make clear in the cartoon?

3. Explain why the big fish feels the way he does.

4. Why does the medium-size fish feel the way he does?

5. Do you think that the smallest and largest fish can share the same values?

6. To what size fish do you relate? Why? _____

7. What size fish do you think your direct supervisor is in the company you might work for? _____

Mistakes Minority Job-Seekers Should Avoid

1. DO NOT delete from your resume and letter of application information which may identify you as a minority group member (club memberships, etc.). After all, the interview and possibly even the application form will soon reveal an applicant's minority status. The schools you have attended, or any membership, for example, such as an Afro- or Latin-American, Chinese or Hebrew civic group, should be reviewed as assets, as points on which to pride oneself.
2. DO NOT restrict the job placement search to:
 - a. Your neighborhood;
 - b. Businesses operated by members of your own minority group;
 - c. Fields in which members of your own minority group pre-dominate.

It is understandable that a person may seek to avoid being hurt or disappointed by limiting the job search in this way. Indeed, there is nothing wrong with seeking and getting placement in those areas. To deliberately narrow your horizons in this way, however, can be costly in terms of:

- a. opportunities missed (note: there are more fish, and bigger ones, in an ocean than in a pond);
 - b. the chance to grow personally by interacting with different people;
 - c. fostering an attitude of defeat before you have even begun.
3. DO NOT allow previous negative experience with discrimination to determine your behavior during the interview. Every person has had or will have the experience of being in the minority. You may correctly feel that the interviewer prefers another candidate. Since you cannot know the race, religion or ethnic background of the other applicant, you may be misinterpreting the attitude of the interviewer. While you still have a chance, continue selling your skills and abilities as best you can. Should Candidate #1 choose another job, you may very well be the next person selected! To assume in advance that the interviewer is a bigot is unfair to both of you.
4. DO NOT apply for a job beneath your level of ability, skill, education or experience because you think you are reducing the risk of rejection. An "underemployed" person is soon unhappy with the job, and this dissatisfaction spills over into other areas of life.

DO'S:

DO CONVEY YOUR FEELING OF INTEREST AND ENTHUSIASM!
DO COME PREPARED WITH YOUR COMPLETED JOB KIT!
DO BE HONEST WITH YOURSELF!
DO HAVE FAITH IN YOUR OWN ABILITIES AND SKILLS!

What Would You Do If . . . ?

ROLE PLAY THE FOLLOWING SITUATIONS:

Which of the four mistakes is made in each of the following cases?

- a. "I'm going to use my English first name on the job, rather than my Spanish name. People don't have to know my ethnic origins."
- b. Jose tells the interviewer, "I don't see any Hispanics working here, so you better hire me unless you want trouble."
- c. "I only apply for jobs when the ad says, 'Equal Opportunity Employer.'"
- d. "I don't feel comfortable working outside my neighborhood, so I'm not going to apply for anything outside my community."

How would you react if this happened to you?



Legal Rights

Your Legal Rights: What Are They?

Regardless of your sex, your race, or handicaps which you may have, you have the right to equal opportunity in education and employment. However, if you are to be able to take full advantage of the education and employment opportunities which may be available to you, you must make sure that you are able to protect your rights. To protect your rights to equal opportunity, you will need to:

- know the laws which protect you from discrimination and guarantee your right to equal opportunity
- be able to recognize when you are being

discriminated against illegally or treated unfairly on the basis of your sex, your race, or handicap

- know the steps to take when you believe that you are being discriminated against or that your legal rights are being violated

Can you recognize examples of discrimination? Listed below you will find twelve examples of situations which might be faced by individuals in school or employment. Can you tell where legal rights are being violated? (Remember that treating people differently on the basis of sex, race, or handicap is a violation of Federal — and sometimes State — laws.) Read the examples below and mark an "X" next to those which you think illustrate illegal discrimination. If you think that the situation is not illegal, do not make any mark in the blank.

My Legal Rights: Recognizing Discrimination

It would be illegal discrimination if:

1. _____ females were not permitted to enroll in a beginning carpentry class because of their sex
2. _____ males were required to have written permission from their parents before enrolling in a child development course while females could enroll without written permission
3. _____ a student were not allowed to join the Future Farmers of America because she would be the only female in the chapter
4. _____ males in a home economics class were always required to clean up the garbage and sweep the floor while females were always required to do the dishes
5. _____ a female were refused entrance into a cooperative employment program in electronics because the cooperating employer didn't want to work with women
6. _____ all Black students were assigned to a foods management course with a Black teacher while all white students were assigned to a foods management course with a white teacher
7. _____ a Chicana female working in the school cafeteria were paid less than a white male for doing the same job
8. _____ a male in a wheelchair were not allowed to take a typing course because of his handicap
9. _____ students were required to complete a particular math course before enrolling in an electronics program
10. _____ a Black woman were not allowed to enter an apprenticeship program in the building trades because there were no other women in the union
11. _____ males were not allowed to sign up for baby sitting jobs with the school employment service
12. _____ a female were not allowed to apply for a job as an industrial arts teacher because it would look funny to have a woman in the shop

Look over your answers. Remember that "X's" should appear in front of the examples in which you believe people were denied equal opportunity because of their sex, race, or handicap. Now, turn to the next page to find out how well you did — how well you recognized discrimination.

Your Legal Rights: Checking the Answers

Recognizing discrimination in situations where you or others may be treated differently because of your race, sex, or handicap is an important skill. It is also important to know the specific Federal laws which protect your right to nondiscrimination and the steps you can take to correct discriminatory situations or actions. As you read through the listing of Federal laws below, see if you can identify which laws would apply to the situations given on the previous page.

Four Federal laws provide the basic protections from discrimination for persons in schools and jobs. Under these laws it is illegal for any person to be kept out of schools, classes, or jobs, or to be treated or paid differently because of race, national origin, sex, or handicap once admitted to schools, classes, or jobs.

The laws that provide these rights are:

Title VI of the Civil Rights Act of 1964 — Title VI makes it illegal for schools which receive Federal funds to discriminate on the basis of race or national origin in the admission or treatment of students. Under this law, students may not be denied admission to schools or courses or treated differently in course or class assignments, disciplinary measures, counseling practices, extracurricular activities, honors, or awards on the basis of race or national origin. For example, if you are a Black student, you may not be required to attend Black schools, be assigned to groups which are limited to Black students, or be given different assignments or tests than students of other racial-ethnic groups.

Title IX of the Education Amendments of 1972 — Title IX makes it illegal for schools which receive Federal funds to discriminate on the basis of sex in the admission of students to most schools, in the treatment of students in educational programs, and in employment practices. For example, if you are a female you may not, because of your sex, be denied admission to classes, denied participation in school-sponsored groups or activities, given different assignments than males are given in classes, or be denied participation in classes or activities due to marriage or pregnancy. Title IX protects both females and males from being discriminated against on the basis of sex.

Title VII of the Civil Rights Act — Title VII makes it illegal for employers with fifteen or more employees to discriminate on the basis of race, national origin, or sex in most employment practices. Members of minority groups or women cannot be treated differently than others in job recruitment, hiring, promotion, wages, or fringe benefits. Under Title VII it is illegal for employers to ask female applicants questions about their marital status when interviewing them for employment, to pay female workers less than they pay male workers for equal or comparable work, or to deny female employees opportunities for promotion.

Section 504 of the Rehabilitation Act of 1973 makes it illegal for schools and employers receiving Federal funds to discriminate on the basis of handicap in the admission or treatment of students, or in most employment practices. Schools must be set up in such a way as to allow handicapped students to participate with other students in schools, classes, or activities from which they can benefit.

Now look again at your answers to the questions listed on page 12. All of the situations involved some form of illegal discrimination except the example in which students were required to complete a math course before enrolling in an electronics program. If this were required of all students enrolling in the course, it would not represent any form of discrimination based on race, national origin, sex, or handicap.

Examples 1, 2, 3, 4, 5, 7, 10, 11, and 12 would be violations of Title IX of the Education Amendments of 1972. Example 6 would be prohibited by Title VI of the Civil Rights Act. Examples 7, 10, and 12 would be prohibited by Title VII of the Civil Rights Act, and Example 8 would be prohibited by Section 504 of the Rehabilitation Act. Notice that some of the examples are covered by more than one Federal law.

How well did you do?

From: Try It, You'll Like it
by Martha Matthews and Shirley McCune

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How Can the Law Help?

WHAT DOES THE LAW SAY?

The legal weapon against racial discrimination in employment is Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972. The law provides for equality of opportunity in all phases of employment, and binds most employers, employment agencies, unions, and state and local governments. The following key phases of employment are covered:

- . Recruitment, selection, assignment and transfer, layoff, discharge, and recall.
- . Opportunities for promotion.
- . In-service training opportunities.
- . Wages and salaries.
- . Sick leave time and pay.
- . Vacation time and pay.
- . Overtime work and pay.
- . Medical, hospital, life, and accident insurance.
- . Retirement plans and benefits.
- . Other staff benefits.

WHEN CAN THE LAW HELP YOU?

While the law has important provisions relating to on-the-job situations and retirement, we are most concerned with the rights of the job-seeker and the newly-employed. A person confronted by any of the following discriminatory practices may be helped by Title VII:

- . An employment agency which "steers" people into employment based on race, religion, national origin, sex, or ethnic background.
- . When employment in a trade requires a union membership and the union practices discrimination.
- . Recruitment for apprenticeships or training programs conducted without adequate public notice, so as to deny equal opportunity.

Getting Help

SUPPOSE.....

- . an employer regularly assigns workers to a department or work location based on race, religion, national origin or handicapping condition?
- . an employer regularly assigns members of particular groups to lower paying positions which are basically the same as higher paying positions to which members of other groups are assigned?
- . an employer dismisses or otherwise discriminates against an employee for filing charges under provisions of the Civil Rights legislation?

HOW CAN YOU GET HELP?

Here are steps which can prove helpful if you believe that you are the victim of unlawful discrimination in one of the above phases of employment:

- . First, consider carefully whether there seems to be a pattern of discrimination.
- . Second, in a calm and fact-finding manner, talk over the problem with a shop steward, personnel department representative, etc.
- . Third, if no satisfaction is attained, write for advice and to file a complaint to:

Equal Employment Opportunity Commission
1800 G Street, N.W.
Washington, D.C. 20506

Note that when a complaint is filed, the employer is notified of the identity of the person making the complaint. However, the law safeguards this person from reprisals.

Turn to page 43 for additional agencies that can help you.

REPRISALS

What Would You Do If . . . ?

Form discussion groups, and for each item decide how Title VII applies, and what would be the individual's best course of action:

1. Fred, a black man, has just been hired by the central Personnel department of ABC Supermarkets. He's been sent to a store in a black neighborhood with an almost all black staff. ABC's store on the white side of town is staffed with only white workers.
2. Marta is Hispanic, and upon graduation from high school she began sales work in a department store. She has just discovered that of the 15 salespeople who started at the same time she did, five have been accepted for an apprentice buyer's course. All are white. Marta was never notified about the course.
3. Seymour was an outstanding student of carpentry in his vocational high school. He answered an ad for carpentry work in a housing development, and was told he must get a union card. At the union hall, Seymour, who is Jewish, was told that relatives of present members get first preference, so his application might not be considered for years.
4. Wan Chung was happy to get his first job. He was hired as a "stock boy" for a large retail chain. When he noticed that others doing the same work received 50 cents an hour more than he, and were called "merchandise handlers," he inquired and was told they had seniority. However, he knows two of them were hired after he started working on the job.

Only 37 Blocks in America

First of all let me say to you that I had seen Americans when I was a boy. Some were tourists to my island, and some worked in the oil fields. They were all very tall, very blond, and red-skinned like lobsters from the tropical sun.

I had seen scenes of life in America from Cary Grant, Rock Hudson, cowboy movies, and re-runs from "I Love Lucy." I, like everyone else in Latin America, dreamed of coming one day to live in New York.

Now in 1950, I finally came here. I found it as fascinating as I had expected it to be, but it was a maddening, frightening, and frustrating place to live.

The hardest years were the first two. I had come with a temporary permit which meant that although I had committed no crime, I was on parole for the first two years. I knew that if, for whatever reason, I had anything to do with the law, I was going to be immediately shipped out of this country. I knew I had no rights except the right to work and to be here.

I knew no one in this country except for my aunt, who lived in the projects in Bed-Stuy, Brooklyn. For the first time I saw that there were Black Americans.

A friend of my aunt got me a job in a factory 37 blocks away from the project. I know it was exactly 37 blocks from her house because I used to walk there and back every day. The bus fare was only 10¢ each way at the time. But my take-home pay in those days was only \$42.50 per week, and I had to help my aunt here and my folks back home.

I had to be in the factory at 7:30, so I had to be out of the house by 6:00 AM. This was fine, because that way I was not around when my aunt's family got up. It is true that when I walked back from work it took me longer than it would have had I taken the bus home, but then, who says I was in a hurry to get there? You see, my aunt was very kind and loving, but she was just an aunt trying to help me out. I didn't know her very well from before, and I had just met her husband and kids when I came to New York. They were Americans. They spoke only English and I spoke only Spanish, and so I always felt that I was in the way, although they tried to be nice. I know my uncle tried to be nice because he called me "Sonny" instead of my name. My aunt said that was because he liked me.

At night I walked seven blocks to the evening school so that I could learn English. That was my life for two years. Never missed a day at work. Never argued with anyone. Never complained about anything, because I was "on parole," and I didn't want to lose my chance to stay in America.

Two years after I got here, I received a blue card that made me a legal resident. It was then that I realized that in two years in the greatest city in the entire world I had seen so little of the world-famous sights. I only knew what went on in 37 blocks in Bed-Stuy, Brooklyn.

(continued)

Many years have gone by and I have learned to love an entire city, but somehow those 37 blocks are still a part of my life. I remember how often I said to myself while walking through those 37 blocks how nice it would have been had they planted some trees along the way. I am now an elected vice-president of the Area Policy Board in Bed-Stuyvesant, and I'm trying to see that those trees finally grow up in Brooklyn.



Directions: On a separate sheet of paper, write two paragraphs about each of the following:

1. Explain why you think that immigrants coming to the United States now might face similar problems.
2. Why did the immigrants view people who spoke English without an accent as "the enemy"?

A Native - American Speaks:

My name is Theresa O'Shea, and I'm from the Iroquois nation. It's a terrible feeling being a native of your own land and feeling rejected or used as a token. That hurts even more.

When I went to school, the class was discussing the westward movement. The subject of General Custer and the killing of whites came up. The teacher said, "We have an Indian in the class. Theresa, how did your people do that killing?"

Sometimes even as an adult, I'm humiliated. When people discover that I am a Native American, they say, "Indian? Huh? That must have been many moons ago." What am I supposed to look like? Why can't I just look like me?

I was told at the job agency, "Good, you're a three-in-one. A woman, an Indian, and you speak Spanish." I went home and cried. I needed the job, however, so I swallowed my pride.

I am insulted and hurt when people tell me, "You don't look like an Indian." My name is not Indian. I am a Native-American. I am a human being.

Directions: Discuss how western movies and TV programs have created an unfair image of Indians.

A Case of Religious Discrimination

Carrie Schwartz is a 22-year-old college graduate. Because she wanted a career in the fashion industry, she happily took a job as a part-time employee in the field.

Since the department store she worked for was very happy with her high-quality performance, they informed her that a full-time position was available. In fact, a couple of supervisors and senior salespersons had requested that Carrie be hired full-time as a sales assistant.

However, Carrie is a Sabbath observer. (NOTE: Sabbath observers in the Jewish religion do not work from sundown on Friday evening until sundown on Saturday.) As a result of her religious practices, her direct supervisor refused to consider her application.

In January of 1979, Carrie came to B'nai Brith with her complaint. B'nai Brith staff brought her case to the New York State Division of Human Rights. The case was heard in December 1981. (The average case takes two years.)

Directions: Pretend you are a judge on the State Division of Human Rights. Write a paragraph telling what your decision would be. Check your decision with that of the judges, which is printed upside down on the bottom of this page.



Carrie won her case. She is now employed as a full-time sales manager. The hours were worked out so that she comes in earlier on some days and leaves later on others in order to make up the time. The company was required to give Carrie the back pay from the date her supervisor originally refused to consider her application.

Accentuate the Positive

Today, attitudes toward people different from ourselves are changing rapidly. Many individuals have learned to truly enjoy being with people of different heritages. Unfortunately, however, there are still others who choose to disregard the human rights of those whom they consider to be different.

Each of us should seek to emphasize one another's successes, rather than our failures. No matter how different we are from one another, we share a very small planet in a vast galaxy.

Moreover, all people have common needs whether we live in great cities or tropical rain forests. Human beings, universally, must feel needed and wanted if they are to fully enjoy productive lives.

Many years ago, people enjoyed a song that gave the following message:

"Accentuate the positive
Eliminate the negative
Have joy in the affirmative
Don't mess with Mr. In-between."

Look at the following questions, and answer them as honestly as you can on a separate sheet of paper.

1. When you meet a person with a handicap such as deafness, blindness, or perhaps a speech defect, do you remind yourself of that person's individual interests, ambitions, abilities, and educational achievements, or do you react to the disabled as "the blind man"?
2. How do the media treat handicapped persons?
How do the media treat minority group members?
Are they included in programming?
Are they included in advertising?
When they are included, how are they portrayed?
What are the effects of such treatment?
3. If you were an employer, what do you think your hiring criteria would be?
4. If you were an employer or union leader, what would be your attitude toward affirmative action for minority group members, those with handicapping conditions, and women?

A Positive Payoff

ACHIEVERS:

Following up on a decision

Eight years ago, Mike Corso, 20, of Rosedale, made up his mind to "jump the hurdles of the world."

Yesterday, he jumped another hurdle, and was elected president of the 15,000-member student government at SUNY-Albany, where he is in his junior year.

The new job will mean that Corso, whose cumulative average is 3.6, will be busier than ever. And so will his white labrador retriever, Andy, who helps Corso, who has been blind since he was 12, get around campus.

"There were four candidates, and you had to get fifty per cent of the vote or there would be a runoff," Corso said yesterday. "I got fifty-three per cent . . . over one thousand votes."

It may be that Corso's major helped him pull the election off.

"I'm majoring in rhetoric and communications," he said.

Does he harbor off-campus political ambitions when he graduates?

"I really don't know," he said. "Possibly public relations or advertising and/or politics . . . Right now, running for president was too big for me . . . Hopefully, I'll learn if politics is something I do enjoy."

Corso said that soon after he lost his sight to a disease he made a decision.

"I had two choices," he said, "I could shelter myself and be taken care of by others . . . or go out there and jump the hurdles of the world. That's what I decided to do." —T.J. Collins

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Directions: Discuss the following:

1. How is Corso accenting his positive characteristics?
2. Why do you think that Corso chose to "jump the hurdles of the world" rather than "seek shelter"?
3. Some people with handicapping conditions like to call people without them "people temporarily unhandicapped." What are they trying to say?

Another Kind of Discrimination

I'd never take a typing job. That kind of work is for women only.

I'd never be an engineer. Why should a woman do a man's job?



Sex-Role Stereotyping

Sexism, or sex-role "stereotyping," is a power-play that has been present in most cultures since the dawn of history. As a way of life, this rule was enforced by the greater physical strength of most men.

At the beginning of the 20th century, the father of psychiatry, Sigmund Freud, observed that "biology is destiny."

From the moment of your birth, your sex labels you. Pink or blue. Girls' names often end with soft a's or y's. Little boys "do," while little girls "watch." Big boys play football, while girls cheer.

It now seems incredible that at the beginning of the 20th century, American women were not even allowed to vote. The history of the women's movement is one of gradual, and often painfully slow, improvement. Particularly in the last two decades, with the securing of the rights of many different minority groups, women have come to the forefront of social revolutions. Women have recognized that equal opportunities must exist in the job market if they and their families are to survive. Only when women have the same chances as men have to hold jobs and to earn a living can they truly gain independence and equality. However, we are dealing with social attitudes and prejudices. There is no question that certain kinds of work are traditionally assigned to men, and other types of work are assigned to women. First, let us examine some of the ways in which we are conditioned to accept sex stereotypes, often in ways which are not always obvious, that is, not until they are pointed out to us.

The Educational Products Information Exchange (EPIE, an agency chartered by the Regents of the State of New York) has this to say: "If you're a girl, you probably would rather handle curlers than tools." Unfortunately, such a sex-stereotyped observation was found in current education material supposedly free from sexist bias. Recent studies reveal that instructional materials are sexist. In other words, certain character traits are stereotypically assigned to males or females. For example, the comprehensive study of sexism in children's readers, Dick and Jane as Victims, reported that 2,760 stories in 134 books from 15 different national publishers are boy-centered stories by a ratio of five to two. Boys in the stories build and create things and use their wits, while girls rarely appear in these roles. Clever girls appear 33 times, clever boys 131 times. Boys show initiative and are strong and brave; girls only occasionally have these characteristics. When a girl masters an adult skill, it is usually a domestic skill.

In these stories, boys are competitive but girls are not. Girls do not act independently because they are smaller and more fearful than boys. Adult women in the stories are shown in only 26 different occupations, while men participate in 147 different jobs.

In society today, the work roles of men and women are changing. For example, men are entering nursing, and women are entering business management. Materials which make no attempt to recognize the changing roles of men and women fall into this first category of stereotyped occupations, dominated by males. The language is sexist because the role models give males more choices than females. In general, the traditional framework is maintained and reinforced in children's minds.

There has been a remarkable rise in the number and proportion of women in the labor force due to a combination of geographic, economic, and social developments. One of these elements is longevity. The same factors that have extended the life span have reduced the incidence of disease and have given women greater vitality for fuller enjoyment of their added years. Financial reasons are given by women as the strongest motivation for working. The majority of women in the labor force are married and work to help earn a living, to raise the family's general standard of living, or to pay for special items such as a better house or children's education.

Money is not the only reason, however, why so many women seek employment. A change in social attitudes and values has encouraged women to develop their abilities and talents to the fullest. It is significant that the more education a woman acquires, the more likely she is to seek paid employment. The educated woman desires to contribute her skills and talents, and gain the rewards which come from achievement and service to society.

"Womenpower" is undoubtedly one of the nation's great but under-used resources. Despite the great increase in the number of employed women, they are becoming increasingly concentrated in the relatively less skilled, less rewarded, and less rewarding fields of work called "pink collar jobs." Information from the Department of Labor and the Department of Commerce indicates that the rise in women's representation among all workers from 25.4 percent in 1940 to 36.7 percent in 1970 was not spread equally among the major occupational groups. Even in the teaching profession, where women have traditionally been a large majority, the proportion of men has increased slightly in recent years. Moreover, many of the new professional positions which have opened up since 1940 have been in science and engineering fields, in which women constitute only a small minority.

The facts are that men make up 99 percent of the federal judges, 97 percent of all lawyers, 93 percent of all doctors, 91 percent of our scientists, and 81 percent of our college faculties, but only 49 percent of the population. To correct this situation, everyone should examine the reasons or influences which have created these inequalities.

LONGEVITY

Compare Him and Her

A. Pat's Plan

Your cousin is starting his junior year in high school. He has asked you to help him think of some job possibilities he might think about for after high school. Pat has been raised on a farm and enjoys working outdoors. His father has a chicken farm. His mother is a registered nurse and works in the local hospital.

Pat likes to work with people, has done a lot of volunteer work, and is well-liked by his classmates. He has been active in FFA and has won quite a few prizes with livestock. He is a good student, but not outstanding. He works hard to have a B+ average.

He plans to marry a year or two after graduating from high school, but he doesn't plan to have children right away. The person he's planning to marry is going on to college to become a doctor. She wants him to go on to college, too. He thinks he would like to go, but is not sure he can do the college work. The cost of college would not be a serious problem in the family.

1. Would you encourage Pat to go to college? Why or why not?
2. What are some jobs you would suggest that Pat think about?
3. Pat's girlfriend wants him to go to college. Do you think he should go? Explain why or why not.

B. Pat's Plan

Your cousin is starting her junior year in high school. She has asked you to help her think of some job possibilities she might think about after high school. Pat has been raised on a farm and enjoys working outdoors. Her father has a chicken farm. Her mother is a registered nurse and works in the local hospital.

Pat likes to work with people, has done a lot of volunteer work, and is well-liked by her classmates. She has been active in FFA and has won quite a few prizes with livestock. She is a good student, but not outstanding. She works hard to have a B+ average.

She plans to marry a year or two after graduating from high school, but she doesn't plan to have children right away. The person she's planning to marry is going on to college to become a doctor. He wants her to go on to college, too. She thinks she would like to go but is not sure she can do the college work. The cost of college would not be a serious problem for her family.

1. Would you encourage Pat to go to college? Why or why not?
2. What are some jobs you would suggest that Pat think about?
3. Pat's boyfriend wants her to go to college. Do you think she should go? Explain why or why not.

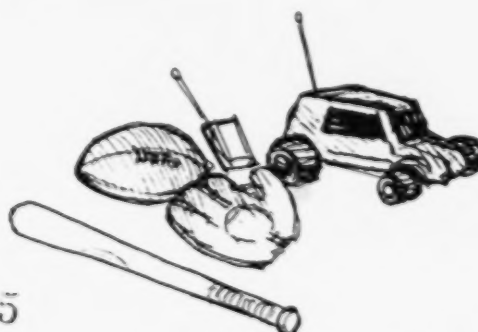
Directions: After writing the answers to the questions on a separate sheet of paper, discuss the implications with the class.

Early Childhood Inventory

Doctors announce an infant's sex the moment it is born. That fact and the parents' attitudes will determine the choice of name and clothing and, even more important, the sex will determine how parents and others will treat the child from infancy onward. Did your upbringing match your interests and abilities? Were you restricted from playing certain roles?

Form a group with two or three other people to discuss your answers to any of the following questions. In your discussions, focus on differences among group members and particularly on differences between women and men.

1. What were your favorite toys and how did you play with them?
2. What were your favorite clothes and when did you wear them?
3. What were your favorite places and who took you there?
4. What were your favorite books and magazines, and what did you like best about them?
5. What were your favorite programs on radio and television and in the movies? What did you like or not like about the stars?
6. Who were your favorite adults and what did you like about them?
7. Which adults did you want to stay away from, and why?
8. Who were the children you played with, and what did you think of them?



Sex Symbols

SEX SYMBOLS

Do you see people as they really are, or do you think that men and women act in certain ways according to their sex?

Directions: In the first column below, there is a list of 16 personal characteristics. On each line in the next two columns are adjectives that describe the same trait.

Place a ♂ (male) or ♀ (female) symbol next to the word that best represents the image you have of that sex.

On a separate piece of paper, list the words that best represent the image you have of each sex.

Characteristics:

forceful
obstinate
ironic
careful
dauntless
talkative
efficient
devious
ordinary-looking
forgetful
angry
inquisitive
chatty
light-hearted
thoughtful
industrious

charismatic
stubborn
humorous
obsessive
brazen
articulate
compulsive
shrewd
pleasant
absent-minded
hysterical
curious
gossipy
easy-going
over-sensitive
hard-working

domineering
strong-willed
bitter
prudent
fearless
gabby
competent
scheming
homely
scatter-brained
outraged
nosey
conversational
frivolous
considerate
drudge

Compare your list with your classmates' lists. Do you see any trends? Are you surprised about what males think of females? What about the attitudes of women?

Discuss with the class what this reveals about our society's attitudes toward the differences between sexes.

Sex, So to Speak

Don't bother asking for the salesman. He or she is now called an account executive, account representative or management representative, reports Dartnell Corporations Survey of Sales Force Compensation.

According to the survey, less than 20% of the 300 companies responding still use the term "salesman".

The reasons for the change are that many salesman are, in fact, saleswomen. In addition, the newer titles are viewed as more prestigious.

What do you think a woman your mother's age feels when she hears her boss tell another boss, "I'll have my girl call yours tomorrow with the information"? On a separate sheet of paper, write how you think that woman feels.



A. Facts About Men and Women in the Work Force

How much do you really know about women and men in the paid work force? The facts you have about women and men and paid work can influence the way you think about paid work in your life. They can affect the kinds of career goals you hold and the kinds of education you choose to prepare for your career. They may be important in helping you decide whether or not to take vocational education courses which are not traditional for your sex.

Women and Men In The Paid Work Force: How Much Do I Know?

1. Women make up _____ of the nation's paid work force.
 - a. 22%
 - b. 41%
 - c. 54%
2. _____ of American women between the ages 18 and 64 are employed outside the home.
 - a. 41%
 - b. 34%
 - c. 54%
3. _____ of American men between the ages 18 and 64 are employed outside the home.
 - a. 74%
 - b. 86%
 - c. 91%
4. The average young woman in the United States today can expect to spend _____ years in the paid work force.
 - a. 11.4
 - b. 22.9
 - c. 31.2
5. The average young man in the United States today can expect to spend _____ years in the paid work force.
 - a. 36
 - b. 42
 - c. 51
6. Out of every 10 young women in high school today, _____ will work for pay outside their homes at some point in their lives.
 - a. 5
 - b. 7.4
 - c. 9
7. Both husband and wife work in _____ of the nation's marriages.
 - a. 35%
 - b. 47%
 - c. 28%
8. A woman who has children can expect to work in the paid labor force for between _____ years of her life.
 - a. 5-6
 - b. 9-13
 - c. 15-25
9. _____ women have the highest labor force participation of any group of women in the United States.
 - a. Asian American
 - b. Black
 - c. Hispanic
 - d. Native American
 - e. White
10. _____ out of every 10 young women now in high school will become heads of families; they will be responsible for supporting themselves and their children.
 - a. 4
 - b. 6
 - c. 8

11. For every \$1.00 employed men earn, employed women earn _____.
a. 95¢ b. 76¢ c. 57¢
12. The difference between the average yearly incomes of males and females working for pay has _____ over the past 20 years.
a. decreased b. increased c. remained the same
13. The median income of employed women with four years of college is _____ that of men who have completed eight years of elementary school.
a. greater than b. the same as c. less than
14. In 1973, the average earnings of white males and females and minority females and males were distributed from highest to lowest in the following order.
a. white males, white females, minority females, minority males
b. white males, minority males, white females, minority females
c. white males, minority females, white females, minority males
15. _____ percent of all women workers are employed in clerical occupations.
a. 11.2 b. 18.1 c. 35.0
16. The average yearly income of women employed in clerical occupations is _____.
a. \$6,827 b. \$8,491 c. \$12,613
17. _____ percent of all men workers are employed in craft occupations.
a. 16 b. 20 c. 29
18. _____ percent of all women workers are employed in craft occupations.
a. less than 1 b. 6 c. 12
19. The average yearly income of men employed in craft occupations is _____.
a. \$7,522 b. \$12,028 c. \$16,850
20. Fifty percent of men in the paid labor force are employed in the three occupational categories which employ the largest numbers of men (skilled crafts, professional and technical occupations, and managerial occupations). In contrast, _____ percent of all women in the paid labor force are employed in three occupational groups (clerical occupations, service occupations, and professional/technical occupations).
a. 40 b. 60 c. 70
21. There are over _____ different occupations from which a person can choose:
a. 12,000 b. 35,000 c. 52,000
22. The differences between the jobs held by women and men (and the incomes they earn) are primarily due to:
a. basic differences in the abilities of women and men
b. sex stereotyping and sex discrimination in the educational preparation of women and men and in the paid work force
c. luck

B. Checking Your Knowledge About Men and Women in the Work Force

How much did you know about women and men in the paid work force? Compare your answers to the following facts.

Women are joining men in the paid work force in ever-increasing numbers.

- By the year 2,000, if not before, men and women will be participating in the paid work force in approximately equal numbers; today women are 41 percent of the paid work force.
- The average young woman today can expect to work outside her home for 22.9 years. She will be in the paid work force for:
 - 40 years if she is single
 - 30 years if she marries but has no children
 - between 15 and 25 years if she has children, depending on the number of children that she has

The average young man today can expect to be in the paid work force for 42 years.

- Fifty-four percent of all American women between ages 18 and 64 are employed for pay outside the home; for American men of the same age group, the percentage is 91.
- 9 out of 10 young women now in high school will work for pay at some time in their lives; 6 out of 10 will work full-time outside their homes for at least 30 years.
- 47 percent of all married couples in the United States are now composed of a husband and a wife both working for pay outside the home.
- Mothers of children under six years of age are entering the work force at a more rapid rate than any other group: nearly 40 percent of mothers with children under six now work for pay outside the home.

Women, like men, are working for pay because of economic need.

- 68 percent of all women working for pay today work for economic need; they support themselves or their families, or they supplement the incomes of husbands who earn \$9,000 or less a year.

- 4 out of 10 young women now in high school will become heads of families; they may be entirely responsible for their own financial support and for the support of their children.

In spite of their numbers and their economic need, women in the paid work force are concentrated in low-paying "women's jobs."

- Women working for pay full-time year round earn only 57¢ for every dollar that men earn; the difference between the average yearly incomes of males and females working for pay has increased over the past 20 years.
- In 1973, the median income of females employed full-time year round was \$6,488, while the median income of males employed full-time year round was \$11,306.
- The median earnings of employed women with four years of college education are less than those of employed men with eight years of education.
- Women and men tend to be concentrated in different occupational groups. For example:
 - 14% of all employed men work as managers or administrators; only 5% of all employed women hold these jobs
 - 35% of all employed women work in clerical occupations; 7% of employed males work in clerical positions
 - 20% of all men in the paid work force are employed as skilled crafts workers; less than 1% of women in the work force are employed in crafts occupations
 - 18% of all employed women are employed as service workers; only 9% of males in the labor force do service work

- The largest number of employed women work in clerical occupations; the average yearly salary of women in clerical jobs is \$6,827. The next largest group of women are employed as service workers; their average yearly income is \$5,046. The largest number of men are employed as craft workers; their average yearly earnings are \$12,028. The second largest group of men are employed as operatives; their average yearly earnings are \$10,176.

- Even in those occupational groups which employ similar numbers of women and men, women are concentrated in lower-paying jobs. For example, 7% of all employed women and 6% of all employed men work as salesworkers. Women salesworkers are most often employed in retail jobs; they earn an average of \$5,168 a year. Men are most often employed in wholesale and industrial sales; their earnings average \$12,523 a year.

Minority women are more likely than white women to be in the paid work force and minority workers of both sexes are more likely than white workers of their sex to be concentrated in low-paying occupations.

- In the past, minority women have had much higher rates of participation in the paid work force than white women; Black women have the longest history of work force participation of any group of women.
- Today, although rates of labor force participation by minority women vary among the different minority groups, minority women are more likely than white women to be employed for pay outside their homes.
- Minority women are less likely than white women to be employed in white collar jobs and more likely to be employed in blue collar or service jobs.
- Minority women have the lowest average incomes of all workers; the average yearly income of white males and females and minority males and females employed on a full-time year-round basis is as follows:

white males	\$11,633
minority males	8,363
white females	6,544
minority females	5,772

The different paid work patterns of women and men are generally not the result of basic differences in ability; they result primarily from sex stereotyping and sex discrimination and they can be changed.

- Research shows that there are few basic differences in job-related abilities between females and males. The few differences which have been found do not seem to be important enough to make persons of one sex consistently better suited for particular jobs than persons of the other. Although most males are stronger than most females and may be better able to do jobs requiring great physical strength, the number of these jobs is rapidly decreasing. Most of the 35,000 occupations in today's work force can be done by either females or males.
- Women and men learn different work goals as a result of sex stereotyping; they learn to believe that only certain jobs are right for females and that other jobs are right for males. Sex stereotypes influence the ways in which many females and males prepare themselves for jobs or careers, and the jobs or careers in which they seek employment.
- Employers sometimes hire workers based on stereotyped ideas; they sometimes refuse to hire qualified persons in jobs which are not traditional for their sex (or race), or they sometimes pay employees of one sex less than the other for the same work. This is discrimination and it is now illegal.

Education and Income

		YEARS OF SCHOOL COMPLETED								
		HIGH SCHOOL			COLLEGE			MEDIAN	MEAN	
INCOME IN DOLLARS	TOTAL	1 TO 3	4	TOTAL	4	5/MORE				
ALL RACES										
Males 18 and over										
TOTAL	36,638	10,779	25,859	13,401	7,337	6,046	12.6	12.0		
MEDIAN INCOME	11,985	9,067	13,265	20,749	19,127	22,820				
MEAN INCOME	13,409	10,607	14,539	24,720	22,359	27,579				
Females 18 and over										
TOTAL	46,600	12,358	34,242	10,181	6,661	3,520	12.5	11.7		
MEDIAN INCOME	4,578	3,590	5,096	9,403	8,068	11,862				
MEAN INCOME	5,714	4,532	6,112	10,350	9,013	12,869				

Directions: On a separate sheet of paper, answer the following.

1. What is the median income for men (all races) who have completed four years of high school?
2. What is the median income for women (all races) who have completed four years of high school?
3. Do you think that a woman high school graduate can head a household without governmental or other assistance? Why or why not?
4. What is the difference between the mean and the median incomes?

Self - Esteem

By this time you are aware of many kinds of prejudice. For the past few pages we have concentrated on an external prejudice where a person may experience difficulty from individuals who act out their dislikes in a negative and aggressive manner. Often these individuals engaging in prejudice have a weak image of themselves, and only through making others seem smaller can those individuals feel more important.

Another kind of prejudice, equally damaging, is when the person experiencing discrimination aids this process by accepting and internalizing some of the false images.

Psychologists tell us that people who are thought of in a negative manner often fail because they are expected to do so. They have a low level of self-esteem.

John was a member of a minority group. His teachers felt he was lazy and often acted aggressively when frustrated. Most of his teachers believed that no matter what circumstances occurred, John would act out and would fail at school.

John felt that his teachers did not relate to him. He believed he was bad, and that he would be thrown out of school. When a teacher criticized him for not paying attention, he shouted back and stormed out of the classroom, slamming the classroom door. He yelled out as he left that he would not return to school.

Which prejudice is being illustrated here?

- a. external
- b. internal
- c. both kinds

Explain your answer.

Counter - Stereotypes

Select three individuals from these lists of counter-stereotyped people and write a short biography of facts about each of your choices.

Add to the list any group of names of people or categories that you think should be included in this counter-stereotype section.

A. Women . . .

listed by ethnic/ racial/ religious affiliation

<u>PERSON</u>	<u>OCCUPATION/PROFESSION</u>	<u>ETHNIC/RACIAL OR RELIGIOUS REFERENCE GROUP</u>
Toni Morrison	Novelist (<u>Song of Solomon</u> - awarded critics' prize for best novel, 1977)	Black
Gwendolyn Brooks	Poet (first Black to win a Pulitzer Prize - 1950)	Black
Lorraine Hansberry	Playwright (" <u>Raisin in the Sun</u> " - received New York Drama Critics' Award)	Black
Mary McLeod Bethune	Educator (founder of College for Black Women; advisor to Franklin D. Roosevelt)	Black
Patricia Harris	Secretary of H.U.D. (under Carter)	Black
Shirley Chisholm	Member, House of Representatives	Black
Yvonne Burke	Former members, House of Representatives	Black
Barbara Jordan	TV journalist (McNeil-Lehrer Report)	Black
Charlayne Hunter-Gault	Former Lt. Governor, N.Y.S.	Polish
Mary Ann Krupsak	Reporter, <u>New York Post</u>	Puerto Rican
Ida Alvarez	Professor, Rutgers University	Puerto Rican
Hilda Hidalgo	Cultural Anthropologist	Puerto Rican
Elena Padilla	Auto Racer	Jewish
Sheila Van Dam	Poet ("The New Colossus" emblazoned on the Statue of Liberty)	Jewish
Emma Lazarus	Social Reformer (in Hall of Fame at N.Y.U. - now Bronx Community College)	Jewish
Lillian Wald	Astronaut	Jewish
Dr. Judy Resnick	Government Attorney (one of Watergate prosecutors)	Jewish
Jill Wine Vollner	Sculptor	Jewish
Louise Nevelson	Civil Rights activist (killed in Alabama)	Italian
Mrs. Viola Liuzzo	Advisor to President Carter (first woman in role)	Italian
Midge Costanza	Former Governor of Connecticut (first woman elected to office)	Italian
Ella Grasso		

B. Women . . .

without regard to ethnic/ racial/ or religious affiliation

Beverly Sills	General Manager, New York City Opera Company
Carol Bellamy	President, City Council, New York City
Allison Field	Meteorologist, WNBC (Channel 4)
Barbara Brody	Teenaged hockey player (only female on hockey team of Syosset, L.I., High School)
Bernice Kanner	Marketing Analyst, <u>New York Daily News</u>
Sylvia Porter	Financial Analyst, <u>New York Daily News</u>
Joan Micklin Silver	Movie Producer ("Hester Street")
Claudia Weill	Movie Producer ("Girl Friends")
Ann Armstrong	Ambassador to Great Britain in Nixon/Ford era
Amelia Earhart	Famous female aviator - lost at sea in 1937 (said to have been on mission for U.S. government)
Jacqueline Cochran	Female aviator
Senator Nancy Kassebaum	U.S. Senator from Kansas
Senator Paula Hawkins	U.S. Senator from Florida
Frances Perkins	Secretary of Labor under Franklin D. Roosevelt
Dixie Lee Ray	Governor of Washington, 1976-80
Margaret Thatcher	Prime Minister of Great Britain
Indira Ghandi	Prime Minister of India
Golda Meir	Prime Minister of Israel
Mrs. Solomon Westlake	
Bandaraneike	Prime Minister of Sri Lanka (Ceylon)
Sandra Day O'Connor	First woman U.S. Supreme Court Justice
Dr. Sally Ride	Astrophysicist, first woman slated for space travel

C. Italian - Americans

Academics

A. Bartlett Giamatti	President, Yale University
Edward Mortola	President, Pace University
Peter Mennin	President, Juilliard
Eugene Genovese	Award-winning historian: <u>Roll, Jordan, Roll</u>

Civil Rights

Father James Groppi	Milwaukee priest; led civil rights demonstrations
Mrs. Viola Liuzzo	Civil rights activist; killed in Alabama

Philosophy

Philip Mazzei	Friend and confidante of Jefferson; latter influenced by Mazzei's thoughts
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Commerce and Industry

A. P. Giannini	Founder, Bank of America, California bank at one time largest in U.S.
Lee Iaccoca	President, Chrysler Corporation
John Riccardo	Former president, Chrysler Corporation
Bernard Castro	Founder and president, Castro Convertibles

Literary world

Sandra Scopetone	Novelist (<u>An Unknown Person</u>)
Arlene Croce	Dance critic and author (<u>Afterimages</u>)
Sylvester Stallone	Actor-writer

Government and Politics

Fiorello LaGuardia	Mayor of New York, 1933-34
John Volpe	Governor of Massachusetts; Secretary of Transportation in Nixon Administration
Alphone d'Amato	U.S. Senator
John Sirica	Federal judge whose persistence led to major Watergate revelations
Ella Grasso	Former Governor of Connecticut; first woman elected to the office in her own right
Jack Valenti	Former special advisor to President Johnson; currently, head of Motion Picture Institute
John Marchi	Prominent New York State Senator from Staten Island; one-time New York City mayoral candidate; author of SEEK program

Law

Melvin Belli	Noted San Francisco criminal lawyer
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Journalism

John Scali	ABC News - later, U.S. Ambassador to United Nations (Nixon administration)
Lew Cioffi	Awarded Overseas Press Club citation
Richard Valeriani	NBC White House correspondent
Albert D'Andrea	Former chairman of Art Department, C.C.N.Y.; paintings at Smithsonian and Library of Congress

D. Black - Americans

Literature

James Baldwin	Author (<u>The Fire Next Time</u> ; <u>Another Country</u>)
Phyllis Wheatley	First Black woman to have poetry published (revolutionary period)
Nikki Giovanni	Poet and novelist
Langston Hughes	First Black poet to win Pulitzer Prize (1950)
Gwendolyn Brooks	Playwright ("Native Son")
Richard Wright	Playwright ("Raisin in the Sun")
Lorraine Hansberry	
Carl Rowan	(see Government)
William Raspberry	Syndicated newspaper columnist
Vic Miles	CBS
Gil Noble	

Education

Mary McLeod Bethune	Founder of college for Black women; advisor to President Roosevelt
Booker T. Washington	Founder, Tuskegee Institute
Dr. Clifford Wharton	President, State University of New York
Dr. John Hope Franklin	Historian; offered presidency of University of Chicago
Lerone Bennett, Jr.	Historian, author on Black American history
Dr. W.E.B. DuBois	Philosopher and historian; founder, Niagara Movement

Government

Carl Rowan	Journalist; Director, U.S.I.A., making him first Black to sit on National Security Council; ambassador to Finland
Andrew Young	U.N. Ambassador; member of Tri-Lateral Commission

Judiciary

William Hastie	First Black appointed to U.S. Court of Appeals (1949); Governor of U.S. Virgin Islands
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Performing Arts

Dean Dixon (dec.)	Conductor (graduate H.S. of Music & Art and CCNY)
Paul Freeman	Conductor
Andre Watts	Concert pianist
Arthur Mitchell	Founder, Dance Theatre of Harlem
Leontyne Price	Singer with Metropolitan Opera
Grace Bumbry	" " " "
Simon Estes	" " " "
Clamma Dale	Soprano
Paul Robeson	World-famous singer, writer, and athlete

Science

Dr. Charles Drew	Pioneered blood banks
Dr. Percy L. Julian	Chemist
Dr. Jane C. Wright	Cancer researcher

More Counter - Stereotypes

E. Hispanic - Americans

Politicians

Herman Badillo
Ivan Irizarry
Manual Casiano
Victor Marrero
Roberto Garcia
Emilio Nunez
Marifel Hernandez
Moscoso Teodoro

Borough President, Congressman, Deputy Mayor N.Y.C.
Director of Finance N.Y.C.-Beame Administration
Director, Migration Division, U.S. Labor Dept.
Director, N.Y.C. Planning Commission
N.Y.S. State Senate
N.Y.S. Supreme Court Judge
Chief of Protocol, United Nations
Alliance for Progress; Ambassador to OAS

Baseball players

Rod Carew
Reggie Jackson
Roberto Clemente

Educators

Joseph Monserrat
Miguel O. Martinez
Maria Ramirez
Candido de Leon
Frank Bonilla
Hilda Hidalgo
Jose Cabranas
Elena Padilla

Former president - N.Y.C. Board of Education
Member, N.Y.C. Board of Education
Assistant to N.Y.S. Commissioner of Education
President, Hostos Community College (CUNY)
Sociologist, MIT
Professor, Rutgers University
Legal Counsel, Yale University
Cultural anthropologist

Reporters

Ida Alvarez
David Medina
Geraldo Rivera
J.J. Gonzalez
Felipe Luciano

Actors and Performers

Jose Ferrer
Miriam Colon
Raoul Julia
Rita Moreno
Edward Vilella

Principal dancer, N.Y.C. Ballet and Director
of the Eglevsky Ballet

Author

Piri Thomas

"Down These Mean Streets"

F. Jewish - Americans

Sports

Nancy Lieberman
John M. Brunswick
Mark Spitz
Dick Savitt
Henry Wittenberg
Dave Lesky
Isaac Berger
Frank Spellman
Barney Ross

Basketball star
Bowling
Swimmer, won most Olympic Gold Medals in history
Tennis - Wimbledon champion, 1951
Olympic Gold Medal - wrestling, 1948
National wrestling champion, 1950's
1948 Olympic weight-lifting champion
1952 Olympic Gold Medal -weight lifting
Double champion - light/ welterweight boxing

Poets

Muriel Rukeyser

Denise Levertov

Actors

Henry Winkler
Barbara Streisand
James Caan
Walter Matthau

Dustin Hoffman
Goldie Hawn
Michael Landon
Jack Klugman (Quincy)

Artists

Marc Chagall
Louise Nevelson

Modigliani
Man Ray

Entertainers

Barry Manilow
Murray the K
Monty Hall

Neil Diamond
Allen Funt
Marcel Marceau

Opera stars

Jan Peerce
Beverly Sills

Roberta Peters
Director of the N.Y.C. Opera

Astronaut

Dr. Judy Resnick

Politicians

Henry Kissinger
Edward Koch
Robert Abrams
Bernard Baruch

Thanks to Dr. P. Freedman of Lehman College for permission to reprint his findings.



**"I don't belong to a minority group, so
why should I be concerned about
all this?"**

Answer: We live in one society. What happens in any part of that society affects you. The more inequality that exists in job opportunities, the more poverty, hunger, and hatred will be a part of your environment. Besides, it's just not fair.

Everyone is a member of a minority group at one time or another.

When you hear an ethnic joke such as:

Question: "How many _____ does it take
to change a lightbulb?"

Answer: "Five. One to hold the lightbulb and four
to turn the ladder."

...do you think that it's funny?

Put the name of your own ethnic group in the blank. You see, when it hits home, PREJUDICE IS NO JOKE!

If You Need Help . . .

While no one person or organization has all the answers to the problems of discrimination, remember that whatever some individuals may do, our society as a whole is committed to equal employment opportunity. It is not surprising, therefore, that many organizations are interested in helping those who experience discrimination.

Below you will find a list of organizations that may help you. Although all of the addresses given are in Manhattan, many of these organizations have local offices. Just call them to find out if there is an office closer to you.

Aspira Career Educational Program
200 Park Avenue South
New York, N.Y. 10003
585-4310

Aspira Educational Opportunity Center
205 Lexington Avenue
New York, N.Y. 10016
889-6101

* B'nai Brith (Anti-Defamation League)
823 United Nations Plaza
New York, N.Y. 10017
490-2525
*Provides counseling service

The Mayor's Office on the Handicapped
250 Broadway
New York, N.Y. 10007
566-0972

National Association for the Advance-
ment of Colored People
144 West 125th Street
New York, N.Y. 10027
666-9740

National Association for the Better-
ment of the Puerto Rican People
217 East 116th Street
New York, N.Y. 10029
427-1900

United States Equal Employment Opportunity Office
26 Federal Plaza
New York, N.Y. 10007
427-1900

National Organization for
Women (NOW)
New York Chapter
84 Fifth Avenue
New York, N.Y. 10011
989-7230

New York City Human Rights
Commission
52 Duane Street
New York, N.Y. 10007
566-5050

New York State Human Rights
Division
270 Broadway
New York, N.Y. 10007
587-5041

New York Urban League
204 West 136th Street
New York, N.Y. 10030
926-8000

New York Urban League
1500 Broadway (43rd Street)
New York, N.Y. 10036
730-5200

Office of Student Advocacy
110 Livingston Street-Room 106
Brooklyn, N.Y. 11201
596-5132

52

Personal Contract

I understand that bias and prejudict exist because people react in ignorance and fear. Discrimination, however, is unfair and destructive to the people it affects and to the society as a whole.

I hereby state that I take full responsibility for opening doors which may be closed to me due to unfair discrimination. I will use the following laws if necessary:

I hereby state that the aforementioned is true, and has been discussed with at least one other person.

Date _____

Signature of Witness

Signature of Student

Signature of Teacher

Opening Closed Doors: Summary Questions

Directions: The following questions are taken from recent comprehensive Social Studies Regents exams. Use a separate sheet of paper to answer.

Throughout history minority groups have experienced discrimination. At various times minority groups have been:

- Unfairly taxed
- Forced to abandon their culture
- Denied an education
- Forced to live in certain areas
- Denied political and legal rights
- Imprisoned and/or exterminated

Select *three* of the methods of discrimination listed above.

For *each* method chosen, describe a specific example of its use during any time period at any place in the world *and* discuss a significant effect of this form of discrimination on the minority group selected. Use a different minority group for each method of discrimination chosen.

The drawing below depicts a condition that has been representative of United States society.

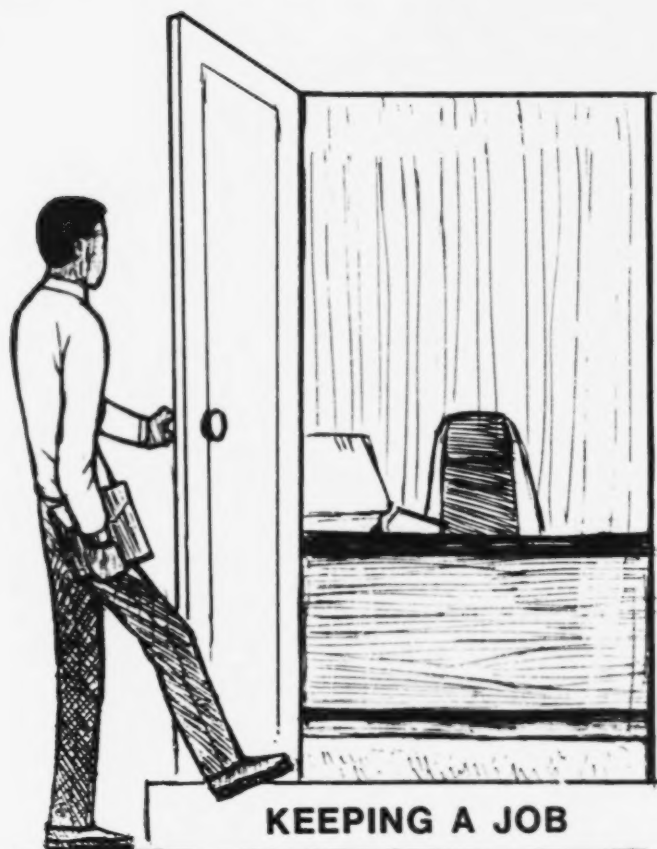


- a Select *two* of the groups represented by the individuals seated on the bench. For *each* one chosen, discuss *two* reasons why the group historically did not participate in the "race."
- b Discuss *one* step that has been taken since 1945 by *one* of the groups selected in answer to a and *one* step taken by government to help assure that all people have equal opportunity to attain wealth, security, and achievement. In your response, *evaluate* how effectively the steps discussed have corrected the condition depicted in the drawing.

GETTING YOUR FOOT IN THE DOOR

LEARNING PACKAGE G

Keeping a Job



KEEPING A JOB

OPENING CLOSED DOORS

JOB SEARCH

DECISION - MAKING

COMMUNICATION

VALUES

SELF - PERCEPTION

INTRODUCTION: KEEPING A JOB

Congratulations! You've been hired. You're going to work for someone and receive wages in return for doing that job. That's a pretty good arrangement. You offer someone your talents, abilities, time, energy, good work habits, dependability, and honesty, and someone employs those things to keep the company earning money. In addition, you get to feel independent and useful. Now comes the task of keeping that job that was so difficult to get. Many new things must be learned.

There is a new language to absorb. Just as school has its own language: "cuts," "free period," "extra-curricular," "hall pass," etc., each job has its own language. That is the major reason vocabulary sections are included in each learning package. If you have learned them, it will mean much less confusion when you start. Knowing the language of the job makes your beginning feel smoother and more comfortable.

Our geographic region, and particularly New York City, has become a "service economy." This simply means that the majority of jobs require servicing people's needs rather than working with machinery producing a product. The greatest increase in jobs will be in the service occupations. For instance, the number of billing clerks, teachers' aides, heating and refrigeration mechanics, health aides, dental assistants, computer technologists, repair personnel, and child care workers is expected to more than double in the years ahead. What these service occupations have in common is customer contact.

You need to learn a new set of work habits as well. If you are late or absent too often, or sloppy about tasks given to you, nobody will give you a bad report card. You will be fired. This is another way of saying that you will be treated as an adult. When you took the job, you agreed to a contract even if you didn't sign a formal agreement. You are expected to live up to your part of the responsibilities. That means working hard, getting along with others, dressing correctly, and observing rules.

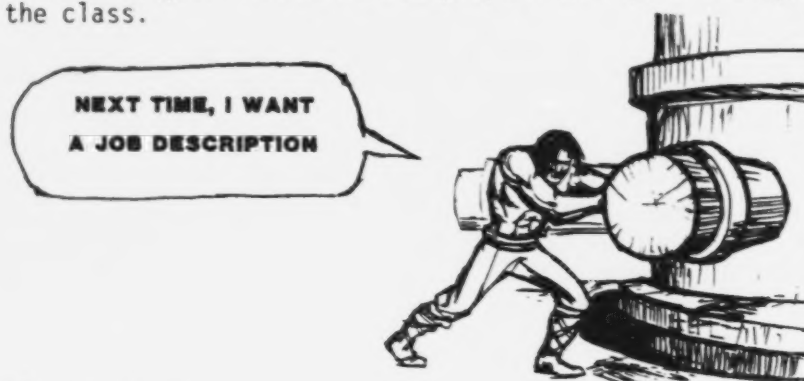
This package of materials will make it easier for you to start on that first job. If you have to leave that job, the reason should be that someone recognizing your ability and your good work habits offered you a better opportunity.

Good luck!

On - the - Job Vocabulary

GRIEVANCE	SICK LEAVE	MINIMUM WAGE
FRINGE BENEFITS	STRIKE	PROBATIONARY PERIOD
SENIORITY	UNION	GRIEVANCE PROCEDURE
COLLECTIVE BARGAINING	WHITE-COLLAR	JOB DESCRIPTION
OVERTIME	DISCHARGE	MOONLIGHTING
CONTRACT		SCAB

Interview two working adults to find out from each how at least three of the words from the vocabulary list above apply to his or her job. Make notes of your interview and prepare to report what you have learned to the class.



Sample questions:

- What is this cartoon telling you?
- What is your job description?
- Was there a probationary period on your job?
- Do you think it's important to belong to a union?
- Have you ever been in a strike?
- What provision is made for sick leave?
- Does your employer provide fringe benefits?
- Does the company provide for grievance procedures?

People you may wish to interview: teacher, mail-person, store clerk, police-person, a working student, parent or relative.

- CAUTION!
- . Be sure to explain that you are working on a school project.
 - . Be polite, even to those who refuse to be interviewed.
 - . Remember that many people do not like to discuss their earnings.
 - . Be alert and sensitive to the feelings of others.



I've finally landed a job. The hard part is over. Nothing can go wrong, right?

Answer: Wrong!

You've been given the job because of what your employer thinks you can do. Whether you can keep your position depends on what you will actually do. Your first few weeks at the site, called the "provisional" or "probation" period, are very important to your future success. This is the period during which the boss will be "trying you out" to see if you can learn quickly and get along with the other workers. Here are some tips to help you through those important weeks:

1. DO NOT BE AFRAID TO ASK QUESTIONS.

People will not think you are stupid if you ask reasonable questions. You are not expected to know everything because you are new on the job. It is better to ask, and learn the right way to do your job, than to correct costly and time-consuming mistakes. DO NOT make a nuisance of yourself by asking questions that can wait if your supervisor is busy.

2. WRITE IT DOWN.

Take a pencil and note pad to work with you. Jot down instructions and information given to you by your supervisor. When you ask questions about what and how to do something, or where things belong, write these answers in your notebook so you will not have to ask the same questions again. At the end of the day, review your notes to help you remember them. Refer to your notes when you are in doubt.

3. WHEN YOU MAKE A MISTAKE, ADMIT IT.

Nobody is perfect. You can avoid making the same errors by finding out what you did wrong, and learning the correct way to get the job done.

4. DEVELOP GOOD WORK HABITS FROM THE FIRST DAY.

It is extremely important to develop good work habits from the first day on the job, and to keep them throughout your working life.

Can you list four good work habits below?

_____	_____
_____	_____

Need some help? See page 51.

10 Work Habits for Climbing Up the Career Ladder

1. **BE DEPENDABLE:** Show up at the job every working day and be on time, unless you have a good reason for being absent or late. If you are ill, or will be delayed by some emergency, call and let your boss know as soon as possible. LIST FIVE REASONS THAT TEENAGERS WOULD USE FOR BEING ABSENT. WHY MIGHT ADULTS CRITICIZE THOSE REASONS?
2. **BE EFFICIENT:** Get work done accurately and promptly. Use company time for working, not for personal reasons. Do not waste time or materials.
3. **EXERCISE INITIATIVE:** Do what needs to be done without being told. Once you have learned your job and can proceed on your own, do more than you have been asked to do. When you are through with your tasks for the day, why not start on tomorrow's schedule? Can you help your fellow employees with their work?
4. **BE HONEST:** Do not "steal" company time by being late, leaving early or taking many long coffee breaks in between. Taking company supplies for personal use (such as envelopes, postage stamps, and pens) is a form of dishonesty. Do not lie to put yourself in a better light.
5. **BE CONGENIAL AND COURTEOUS:** Do your best to get along with customers, co-workers, and supervisors. Be pleasant, tactful, and considerate, so that others enjoy working with you. No one wants to face a gossip or a grouch daily. People will be more cooperative if you try to maintain good relations with them.
6. **BE NEAT:** Use good taste in dressing and grooming for work. Keep your tools and equipment clean and your work area as orderly as possible. Neatness also applies to the work itself. Your finished product tells people a great deal about YOU.
7. **SHOW ENTHUSIASM:** You may not like every task, but emphasize the positive aspects of your job while taking the negative in stride. Every task is important. Take each assignment as a new challenge and a chance to prove how valuable you are to the organization.
8. **ACCEPT CRITICISM** with a smile and be willing to learn and improve from it.
9. **STAY IN GOOD HEALTH:** Health and safety habits are important for you both in school and on the job. You work best when you feel well and rested. Too many late nights out, too much partying, and frequent illnesses all have a poor effect on your work. Pay attention to safety regulations since they are in effect to protect you.
10. **FOLLOW DIRECTIONS CAREFULLY AND BE WILLING TO LEARN:** Make sure you understand directions and follow them in doing your job. Take advantage of this opportunity to learn new skills because it could lead to a most satisfying career for you later.

Getting There First



Workers who come late to work or are absent unnecessarily are resented by the other workers who come in on time every day. Sometimes schedules have to be shifted or substitutes found if production is to continue. This can be costly to the company. Also, a poor record can cost you your job.

1. Stay home only under the following conditions:
 - a. when you are honestly sick (throwing up, temperature, diarrhea) and feel it would hurt your health or that of others if you reported to work;
 - b. when you have a family emergency and are urgently needed at home.
2. Notify the company at once of your decision to stay home. Tell them in an honest and straightforward way why you cannot make it.
3. If you stay home for more than a single day because of illness, it is wise to give Personnel or your supervisor a daily report on your condition. Also estimate when you will be able to return.
4. Save your authorized sick-leave time for real emergencies. Your employer will expect you to get to the job on time. You must not leave early. In addition, you are to return promptly after breaks and lunch.
5. Always give yourself a little lead time when getting ready to report to your job. It is better to be five minutes early than one minute late.
6. Take your allotted breaks, but do not be absent from your work station longer than the specified time. When emergencies come up and you must forego or delay a scheduled break, do not feel as if you have been cheated, or that you need an extra-long break later to make up for it.
7. When you have special reasons for being absent from work, such as doctor appointments, family weddings, funerals, or court appearances, work it out as far in advance as possible with your supervisor or the Personnel department.

Don't Be Rejected

ACME CORPORATION

November 15th

To: Jeffrey Ainsworth

We regret to inform you that your duties in your present job will be terminated as of the first of next month.

We wish you better luck in your next position.

Very truly yours,

Eric Martin

Personnel Manager

Use your imagination. List below a minimum of three reasons why you personally might receive such a notice.

Can you picture what it feels like to learn that your services on the job have been "terminated"? It's a very unpleasant feeling. You can avoid that rejection by making sure you follow the "Ten Good Work Habits" on page 51.

Judge for Yourself

11 Reasons Why People Get Fired

Workers often get jobs, but have problems keeping them. Some people have extreme difficulty just obtaining a job. This lesson presents 11 examples of why young people fail to get and hold jobs. It is important that you read, analyze, and role-play each of the following actual cases of problems young persons encountered in employment situations.

As you think about each selection, ask yourself what you would do if you were now the boss or the interviewer. Be prepared to explain your different reactions.

1. UNREALISTIC WAGE DEMANDS

Alisha, 18 years old and a June graduate of a commercial high school, applied to the Employment Service for a job as a stenographer. She stated that she would not consider working for less than \$200 a week. It was explained to her that, without experience, such a salary would be hard to get.

She had recently read a newspaper article about a shortage of stenographers and felt that anyone who could take dictation and type could demand such a salary. The counselor told Alisha what the usual salary would be for a beginning stenographer, but pointed out that with experience she could expect to advance and ultimately reach her goal. Many jobs were discussed, but she refused to go to any interviews, even though some interested her in every respect except salary. If she persists in demanding a salary she is unlikely to get, she will not only remain unemployed, but will also lose her much-needed skills.

2. ATTITUDE AND BEHAVIOR

Avis was a 17-year old high school graduate who had successfully completed a commercial course, including two years of typing and bookkeeping. She has an evident flair for figures and was considered a top student. For two summers, she worked in the account office of a family friend, operating various types of business machines. Her skills were good and currently in demand. She had poise, excellent appearance, and seemed mature for her age. An immediate interview was arranged. After the interview, the employer reported that Avis was interested in little except for the company benefits. She left the impression that she was more interested in what the firm could do for her than what she could do for the firm.

3. INAPPROPRIATE APPEARANCE

Carl, a 20-year old, graduated from high school with good grades. He seemed to have potential in sales work, and was interested in dealing with the public. The one drawback was his appearance. He looked as if he had slept in his clothes. He was unshaven and needed a haircut. The counselor discussed the importance of grooming, particularly in the sales field. He told Carl that an interview would be arranged for him, but before going he should "dress up." The job to which Carl

was referred was that of sales clerk in a hardware store in a small community. The employer reported to the counselor that Carl appeared for the interview so well-dressed that he felt Carl would be out of place in his establishment. Over-dressing, like slovenliness, should be avoided.

4. PREMATURE RAISE REQUEST

Ernest, 18 years old, a high school graduate, was referred to a bindery as a hand cutter. He accepted the referral card eagerly, reported promptly, and impressed the employer with his appearance, his level-headedness, and his ability to grasp details. Ernest was hired at the prevailing rate of pay. He worked until lunch time. When work resumed, he called the employer over and told him how hard he had worked all morning. Surely the employer could see by now how good a worker he was. Therefore, he was asking for a \$10-a-week raise. Ernest was promptly fired.

5. INSUFFICIENT TRAINING

Angelina, 18, visited the Employment Service three months after high school graduation. She had taken a dressmaking course and had already spent those three months unsuccessfully seeking a sewing machine operator's job. She was rejected after a brief performance with a curt, "You're not qualified." Angelina felt her years of trade school training were wasted. Discussion revealed that her only training was on a home electric model and that she was totally unable to handle the industrial power machine. This was immediately apparent to employers, but not to her. The counselor helped her evaluate her current and potential skills. As a result, Angelina made plans to accept immediate employment at hand sewing, while enrolling for training in power machine operating.

6. FAILURE TO NOTIFY EMPLOYER OF ABSENCE

Jean, 17 years old, was graduated from high school with a general course diploma. A year of typing and business arithmetic were her only commercial subjects. Her marks were average. When interviewed by the Employment Service school counselor before graduation, Jean said she wanted to do clerical work. She was placed as a word processor trainee.

Two months after starting, she wrote to thank the interviewer who had placed her, saying how much she liked the job. But three months later, she quit. At the Employment Service, she explained that personal problems caused her to be absent from work a great deal, and she left because she thought she would be laid off anyway. Now, she was ready to start working again, and wanted to continue as a word processor.

As far as actual work was concerned, Jean had a satisfactory record, but the counselor pointed out that her absentee record and her lack of effort to correct it would make it hard for her to get another job. Jean doubted this because her work was satisfactory. After several job interviews resulted in failure, however, because of the poor reference from her first employer, she came to the Employment Service completely discouraged, saying she would take any kind of job, any place, just to be able to correct her absentee record.

More Reasons for Getting Fired

7. REPUTATION FOR UNRELIABILITY

Chris, an 18-year old, had dropped out of high school at the age of 16. He then held two jobs which were obtained by answering want-ads. The following is a summary of his work record:

- . He was fired from his job as a car washer after six weeks because he argued with the boss.
- . He was unemployed for eight months.
- . He was finally hired as a porter in a retail store, but he quit after three months because he did not like the manager and the job was a long trip from his home.
- . He went to the Employment Service and demanded that he receive a 40-hour, \$300-a-week job as a machinist.
- . An aptitude test called PREP revealed that Chris has the potential for being an excellent machinist.
- . A training position was located for Chris, paying \$3.50 an hour.
- . After one month, Chris resigned from the training position because he believed he had worked for \$3.50 an hour long enough. He wanted more money immediately.
- . The counselor at the Employment Service stated that Chris's poor record as an employee was making it increasingly difficult for him to help Chris.

8. INABILITY TO GET ALONG WITH OTHERS

Roberto, 18, had just graduated from a vocational high school in the top third of his class. He majored in machine shop and wanted an entry-level job in that field. He appeared to be quiet, serious, and pleasant. The counselor called an employer who wanted a young man in his machine shop. This employer wanted a vocational high school graduate with at least one year of paid machine shop experience. The counselor asked him to interview Roberto, and because of his rank in school and the counselor's description of him, the employer did so. Roberto was interviewed by the personnel manager and by the shop foreman. Impressed by his intelligence and personality, they thought he would fit in nicely, and they hired him.

A month later, however, the personnel manager called the Employment Service to say Roberto had been discharged. The chief reason was his inability to work with others. Roberto lacked a sense of humor and judgment in dealing with people. He questioned management decisions, although he was poorly informed. Whenever a fellow worker made a remark about anything from the weather to a shop problem, Roberto would ask on what authority the statement was made. His supervisor avoided him as much as possible. The employer said that while Roberto was undoubtedly a bright young man, his inability to get along with other people had created too many problems for the firm. Thus, Roberto lost his job.

9. CHOOSING UNSUITABLE JOBS

Theresa, 18, studied business courses as her three-year unit. Although she had typing for two years, she was slow and inaccurate. After graduation, Theresa went to a post-secondary private school for another year of training. Again, she did poorly, and she failed to qualify for graduation.

Very courteous, always well-groomed and eager to please, she was advised by her instructor to get a routine office job in which she would be carefully supervised. Theresa was placed on such a clerical job under a considerate and patient supervisor. Two weeks of simple filing, posting, and typing showed that she was slow, inaccurate, and could not do a satisfactory job. She was laid off. Although Theresa realized her inability to do clerical work well, she is still unwilling to consider any other field.

10. SENSITIVITY ABOUT A PHYSICAL DEFECT

Harry, 21, neatly dressed and pleasant, seemed to have clerical and public contact qualifications, but he suffered from a skin ailment that caused brownish blotches on his face and neck. While not disfiguring, it was disturbing to him. When he came to the office, he kept looking down to keep his skin problem from being too apparent.

Harry had worked at various part-time selling and office jobs for short periods, but had no steady work since graduating from high school until he landed this job. He seemed to feel ill at ease with his co-workers. The supervisor discussed the probability that others were less aware of his skin ailment than he was, and that he should acquire the ability to explain it casually. Harry is trying to overcome his self-consciousness.

11. INSISTENCE ON OWN CONCEPT OF JOB

David, a 17-year old high school graduate, was referred to an office aide position in a well-known company with a good promotional policy. When hired, he was told what his duties would be and when he could expect his first wage increase. One of his duties was inserting catalogs in envelopes, stacking them, and preparing them for the post office.

After one month, he asked for a promotion. The interviewer pointed out how this job could lead to others, specifically in the sales and accounting departments, and discussed with him the idea of further training. Moreover, she arranged an interview with the sales manager.

(continued on next page)

... and Further Reasons for Getting Fired

After two months, David resigned and wrote the personnel interviewer the following letter:

Dear Miss Clark:

May I please take this opportunity to inform you that December 30 will be my last day of work with your company. I feel that the pay is not adequate for the amount of work expected of me. In addition, I am inclined to think the position does not fall in the realm of an office worker. My stay with the company has been enjoyable, and the employees have been both cooperative and gracious. I feel it would have been entirely unnecessary for me to leave had the company adhered to my principles of an office aide's duties.

Very truly yours,

David Barber

David Barber



What If You . . . ?

The following reasons for failing to get or hold onto a job could happen to you. Put yourself in that situation to see how you can avoid such mistakes.

1. UNREALISTIC WAGE DEMANDS: (Example, "If I were to demand fifteen dollars an hour to start as a carpenter's apprentice, no one would hire me.")

2. NEGATIVE ATTITUDE AND BEHAVIOR: _____

3. APPEARANCE: _____

4. BALKS AT ENTRY REQUIREMENTS: _____

5. INSUFFICIENT TRAINING: _____

6. FAILURE TO NOTIFY EMPLOYER OF ABSENCE: _____

7. REPUTATION FOR UNRELIABILITY: _____

What if You . . . ? (cont'd)

8. INABILITY TO GET ALONG WITH OTHERS _____

9. UNSUITABILITY FOR JOB: _____

10. APPLYING FOR JOB WITH FRIEND OR RELATIVE: _____

11. IGNORANCE OF LABOR MARKET FACTS: _____

12. SENSITIVITY ABOUT A PHYSICAL DEFECT: _____

A. "What's This About Attitude"?



Who cares about attitude if I do
my job well?

ANSWER: Everyone!

Attitude is the way you look at the world and life. It is both a response to and a cause of your personal environment. You can look at your job in any way you wish. All jobs have a good side and a bad side. How you choose to look at yours is an important decision for you and your future. The most important factor in career success as well as in all important areas of your life is ATTITUDE.

A positive attitude is a must for job success for many reasons:

- . When you feel positive and good, you usually have more energy, feel more motivated, are more productive and alert. Your enthusiasm spills out.
- . People like you better when you have a positive attitude. They like to be around you because you are fun. This can make the job more interesting and exciting because you are in the middle of things.
- . Positive attitudes are contagious. This leads to higher employee productivity. It's easy to do more work while working with a person who has a positive attitude.
- . Supervisors notice a positive or negative attitude. The kind of attitude you transmit to management will have a great deal to do with your future success.

NOTE: Even though you may feel you are successful in covering it up, supervisors can determine your attitude by how you approach your job, react to directions, handle problems, and work with others. If you are positive, you will have a better chance when special assignments and promotions come up.

B. Your Attitude

Why do many people think that "attitude, like action, speaks more loudly than words"?

The average person works 2,000 hours per year for fifty years! It is obviously an important part of life. In fact, studies conducted at the University of Pennsylvania indicate that longevity does not depend upon love or health, but upon happiness on the job.

All jobs have advantages and disadvantages. How can you develop positive attitudes toward your job?

Begin by listing the reasons for any negative feelings you have toward your job and toward the people you work with. Put in writing the specific reasons for your negative feelings.

You might write, "I feel hassled because my foreman always orders me around." It would be better, however, to take charge of your own feelings and write, "I feel hassled because I don't know how to get my foreman to lay off."

What are the differences in the two sentences?

Then, write down any positive feelings you have toward your job. Sometimes when weighing the positives against the negatives, people begin to see the job in a new light. Perhaps the work is pleasant, the pay may be good, or the fringe benefits are important to you.

Often, people realize that they must change in order to succeed. In what way could you be adding to the negative feelings? Do you arrive late? Do you leave early? Do you give the boss nasty glances? Do you try to slide whenever you can?

Perhaps after analyzing the situation carefully and honestly, you may come to the conclusion that the problem is with your boss and not with you. The situation, however, leaves you with several courses of action:

1. You can quit and try to find another job.
2. You can drag yourself to a place you hate every day of your life.
3. You can manipulate the situation by changing your attitude and style.

“Dear Savvy”

Read the following letter to "Dear Savvy" and, using some of the information on the opposite page, write Dear Savvy's response.

Dear Savvy,

I have a good-paying steady job, but I hate going to work. Every morning when I wake up, my head or my stomach or my throat hurts. I drag myself there. What should I do?

"Tired in the Bronx"

Dear Tired:

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

C. Your Attitude and Success

Take steps to "motivate" yourself positively. Self-improvement is a lifelong project for everybody.

1. Your feelings of self-worth are even more important than what another person may think of you.

Very often teenagers concentrate on their weaknesses instead of their strengths. The idea to keep in mind is that you are unique, and that you have many gifts to offer the people who touch your life. People who are kind, generous and warm are more fulfilled in life.

The lovely thing about self-improvement is that you can do it for yourself. Whether you gain or lose weight, build up your muscles or change your hair-style, it is all part of the job of living.

2. Ralph Waldo Emerson defines success in the following way:

"To laugh often and much; to win the respect of intelligent people and the affection of children; to earn the appreciation of honest critics and endure the betrayal of false friends; to appreciate beauty; to find the best in others; to leave the world a bit better whether by a healthy child, a garden patch, or a redeemed social condition; to know even one life has breathed easier because you have lived. This is to have succeeded."

Judging by Emerson's definition, what kind of attitude does a person need to be a success? Write your answers on a separate sheet of paper.

EXPECTATION

D. What You Can Expect From Employer / Employee Attitudes

FACTS TO CONSIDER

1. The employer has the right to expect employees to:
 - a. regularly perform work duties
 - b. develop new skills required by job
 - c. seek to improve skills already obtained
 - d. obey company rules and regulations
 - e. follow all safety rules
 - f. take proper care of the employer's equipment and property
 - g. display a proper attitude on the job
 - h. respect the employer and all other workers
 - i. dress properly for the job
 - j. be prompt in the performance of work and responsibilities
 - k. think for himself or herself but be secure enough to ask for help when needed
 - l. _____
 - m. _____

Add two more expectations in the spaces above.

2. The employee has the right to expect from the employer:
 - a. the same privileges given to other employees
 - b. consideration for his or her health
 - c. advancement when earned
 - d. full pay when due
 - e. respect as an individual
 - f. a fair salary
 - g. good working conditions
 - h. _____
 - i. _____
 - j. _____

Add three more expectations in the spaces above.

Directions: Taking each list separately, arrange the items in your priority order. Be prepared to explain your choices to the group.

II. Select a company from those which advertise in the "Help Wanted" section of the newspaper. Imagine that you are the Personnel Director for that company, and you are to give an orientation talk to a group of new employees. The topic is, "What the Company Expects of You and What You Can Expect from the Company." Prepare the talk in outline form, on index cards, and in order of ideas to be presented. Don't forget a "greetings and welcome to the company" as well as a conclusion. Deliver the talk and answer questions from the group.

E. The Effect of Frustration on Your Attitude

Negative attitudes usually arise from a feeling of frustration, which you experience when you are blocked from your immediate goal. Throughout life, all of us experience these feelings on a daily basis. Unfortunately, too many people do not know how to tell the difference between a major and a minor frustration.

When we become thwarted, some of us may act aggressively. This behavior can hurt our chances for keeping a job. Aggression must be controlled. However, there are appropriate physical and verbal methods of relieving our anger. Often, we must choose a way of releasing emotions that is socially acceptable for the particular situation. Put a check in the column which states the place most suitable for the action taken.

Ways to Unwind

METHOD	ON THE JOB	OFF THE JOB	NOT TO BE USED
1. Take a walk			
2. Listen to some music			
3. Talk things over with someone			
4. Do some hard physical exercise			
5. Write down the problem on paper			
6. Hit someone			
7. Pick a fight			
8. Put your fist through a wall			
9. Go to the restroom			
10. Watch television			
11. Take a break			
12. Have a cup of coffee or a soda			
13. Smoke			
14. Eat			
15. Partying			

F. From Negative to Positive Attitudes

All of the ways listed on the previous page are very real ways to relieve frustration, but only some of them are acceptable. Others will hurt you, physically or emotionally. Some methods could get you fired. What ways would you use to get rid of negative feelings on the job if you wanted to keep your job? List your ways to get rid of anger or frustration below.

MY WAYS OF RELEASING ANGER ON THE JOB:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Discuss the following:

1. Why is it important to understand the cause of your anger?
2. How would you gain control if you figure out how to reduce the source of anger instead of exploding?
3. It is considered important to your job and personal success that no one is hurt in any way when you are busy releasing your frustrations.

Discuss with the group your personal list of ways to release anger on the job. Upon reflection, what other methods would you choose?

G. Attitudes to Keep Your Job

REMEMBER THE FOLLOWING:

1. It is important to your career success that you maintain positive relationships with those who work around you.
2. Frustrations must be released in the right place and time. Do not release aggressions on the job in a way that will hurt your future.
3. Aggressive behavior in others may not be directed at you personally. Do not over-react to it. You may just happen to be in the wrong place at the wrong time.
4. Do not direct aggressive behavior toward the company for which you work. Frustrations will carry over into your daily work and relationships. You begin to lose loyalty to the company and your career will suffer.
5. Another common negative is boredom. It is important to understand that all jobs, no matter how glamorous they may appear, have a certain amount of drudgery attached to them. Workers, whether they are brain surgeons, movie stars, or machinists, face boredom on the job. Smart workers use their initiative to seek out new or different approaches to their tasks.

What if you were bored or unhappy on a job? Write a paragraph about how you could improve conditions so that you would gain greater job satisfaction.

H. What is Your Attitude When . . . ?

Directions: Ten ordinary happenings are used to help you pinpoint your attitude toward others. How does your attitude affect the way you get along with others? Place a check before the phrase that best completes each of the following statements.

1. When someone shouts at you in anger, you:
☐ a. withdraw in silence.
☐ b. shout back in anger.
☐ c. answer calmly.
☐ d. walk away.
2. When you disagree with what people say in conversation, you:
☐ a. keep quiet, if you are not affected by their opinion.
☐ b. laugh at them because you think they are wrong.
☐ c. question them about the facts.
☐ d. tell them they are definitely wrong.
3. When someone tells you a secret, you:
☐ a. use it to trade for other gossip.
☐ b. keep it out of your mind.
☐ c. swear another to secrecy, and then pass it on.
☐ d. feel deeply honored by the trust.
4. When a friend or relative asks for your opinion, you:
☐ a. always tell the complete and often bitter truth, just as you see it.
☐ b. say what that person wants to hear.
☐ c. tell the part of the truth most important to the other person.
☐ d. avoid giving your opinion.
5. When your friend or relative is wearing a new jacket for the first time, you:
☐ a. ask that person to let you try it on.
☐ b. tell that person that it looks great, whether or not you really think so.

What is Your Attitude When? (cont'd)

- ☐ c. point out the good and bad in detail.
 - ☐ d. praise it first, and then later discuss a major fault, if any.
6. When someone has just made a mistake, you always tell that person:
- ☐ a. how unimportant it was.
 - ☐ b. that you would not have made it.
 - ☐ c. that you will help plan the next step.
 - ☐ d. of the stupidity of the action.
7. When you are in a social group and a pause in the conversation occurs, you:
- ☐ a. wait for someone else to begin a topic.
 - ☐ b. ask a leading question.
 - ☐ c. sit back and wait for someone else to begin talking.
 - ☐ d. tell everybody what to do to liven things up.
8. When you are with friends, you feel:
- ☐ a. superior.
 - ☐ b. envious.
 - ☐ c. affectionate.
 - ☐ d. self-conscious.
9. When someone criticizes you, you:
- ☐ a. hit back as soon as you can.
 - ☐ b. say that you don't care what others think.
 - ☐ c. evaluate what was said in terms of who said it.
 - ☐ d. forget it as soon as it is said.

11. When you are at home, your general attitude is:

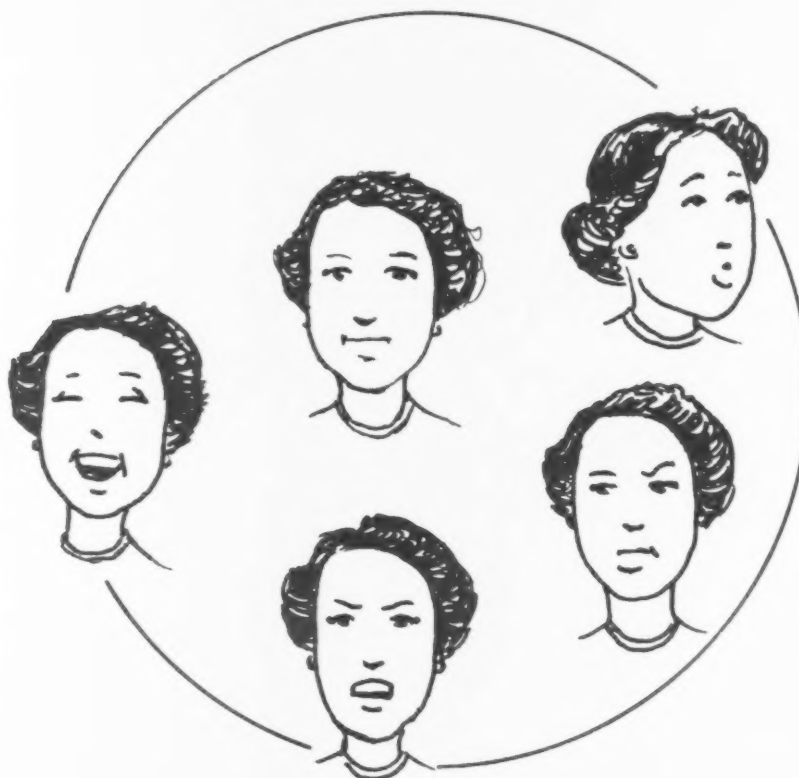
- ☐ a. I get along when I keep quiet and do what I'm told.
- ☐ b. I always get my way because I know how to manipulate all my relatives.
- ☐ c. I yell, get angry, and fight hard for what I want.
- ☐ d. I give a little and take a little.

12. When a teacher tells you what to do, you:

- ☐ a. do what the teacher told me to do.
- ☐ b. curse under my breath and slowly do what I was told.
- ☐ c. tell that teacher what I think of him or her, and the directions I was given, in no uncertain terms.
- ☐ d. laugh at the teacher and walk away.

Source:

1-11 Bureau of Educational and Vocational Guidance
Board of Education, City of New York



I. Comparing Attitudes

- I. Discuss the following questions:
- . How does your attitude toward your friends compare with your attitude at home? In school?
 - . Are you polite to strangers while being rude to your relatives and close friends?
 - . Should there be a difference?
 - . In what way would your attitude affect you on a job?
- II. Obviously, your behavior is important to understand, especially in a job setting. Choose two of the "happenings" from the previous exercise on pages 69-71. Change them to a job situation. Explain in writing what you believe the best response would be in a job situation.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

J. The Attitude to Take in a Mistake



Who cares if I make a mistake? I'll just cover it up.
The boss will never find out.

Mistakes, big or small, usually will not damage your career if you admit them freely. If you goof, depend on the fact that "they" will find out no matter how hard you try to hide it. You will be better off letting someone know what has happened, and seeking help in correcting things.



Please be careful to do these correctly.

Yeah, sure.



Oh my gosh! I coded them out of order. I'll just pass it by.
The boss will never find out.

Mr. Dorman, we're going to have to let you go. If you had told us in time you would have saved us \$4,000.



K. Adjusting Attitudes

Below are some example of conflict you could find in a work situation. Read them over carefully. Pretend you are a boss or a supervisor helping your workers with the big boss, or simply a co-worker. What advice would you give? Role-play selected ones or try to re-write the scripts so that people react in a positive way.

- a. "Look, Sir, don't you see I'm busy? All I have is two hands. There are some ahead of you. Just take your turn. I'm working as fast as I can. Just hold your horses until it's your turn. I'm only human!"

- b. "I'm sore! He had no right to come in here without a 'Good morning' or even a smile! I know he's the boss, but I want to be treated as a human being. He has no right to be grouchy or grumpy with us. Let him take it out on someone else, not me!"

- c. "I'm not being paid to be friendly with the guys working here. They're crummy, and I let 'em know it. I don't want to have anything to do with 'em. They know that, too. I do the work that I'm supposed to do. That's all the boss wants anyway."

- d. "That is your tough luck! I'm nervous, tired, and fed up, so I chew gum and I crack it. Not that I do it on purpose, but that is the way I chew. I'm doing my work. I don't ask anyone to do my share. I do more than my share. There is no law against chewing gum! If you don't like it, tough!"

- e. "I know you told me this was a rush job! I know you told me it was an emergency, but I forgot! A person has a right to forget once in awhile. I bet you forgot more than once when you were young!"

- f. "You give them what they pay for. If he wants me to do a better job, he'd better raise my salary. Until then, this is all he'll get and he'd better be satisfied."

- g. "He had no right to criticize me. I'm doing the best I can. If he doesn't like it, let him do it himself. He ought to understand that I'm just a beginner. A beginner has a right to make mistakes, and he knows it!"

More Expressions of Attitudes

- h. "I have a right to complain! It's a free country, and it is my opinion. He can't tell me to stop complaining. I do my work. I do it the same as the others, but if something is no good, I tell it the way it is. You cannot take that way from me so long as I do my job, right?"

- i. "I'll tell you. The important thing is to get a job done. As for me, I don't knock myself out. I finish all I have to do, but I always finish last. After all, if I finish fast, they'll give me more work to do."

- j. "That rotten _____. All of them are the same. 'They' are stingy. 'They' always push on us. 'They' always tell us what to do. No _____ is going to push me around."

An Adjustment Problem

Directions: This package contained a lot of reasons why people experience problems on the job. Choose an "adjustment problem" which is most important to you, and write a five-paragraph composition including an introductory and concluding paragraph. Use a separate sheet of paper.

OPTIONAL: If you have already had personal experience with adjustment problems in school or on the job, then write your composition around those experiences.

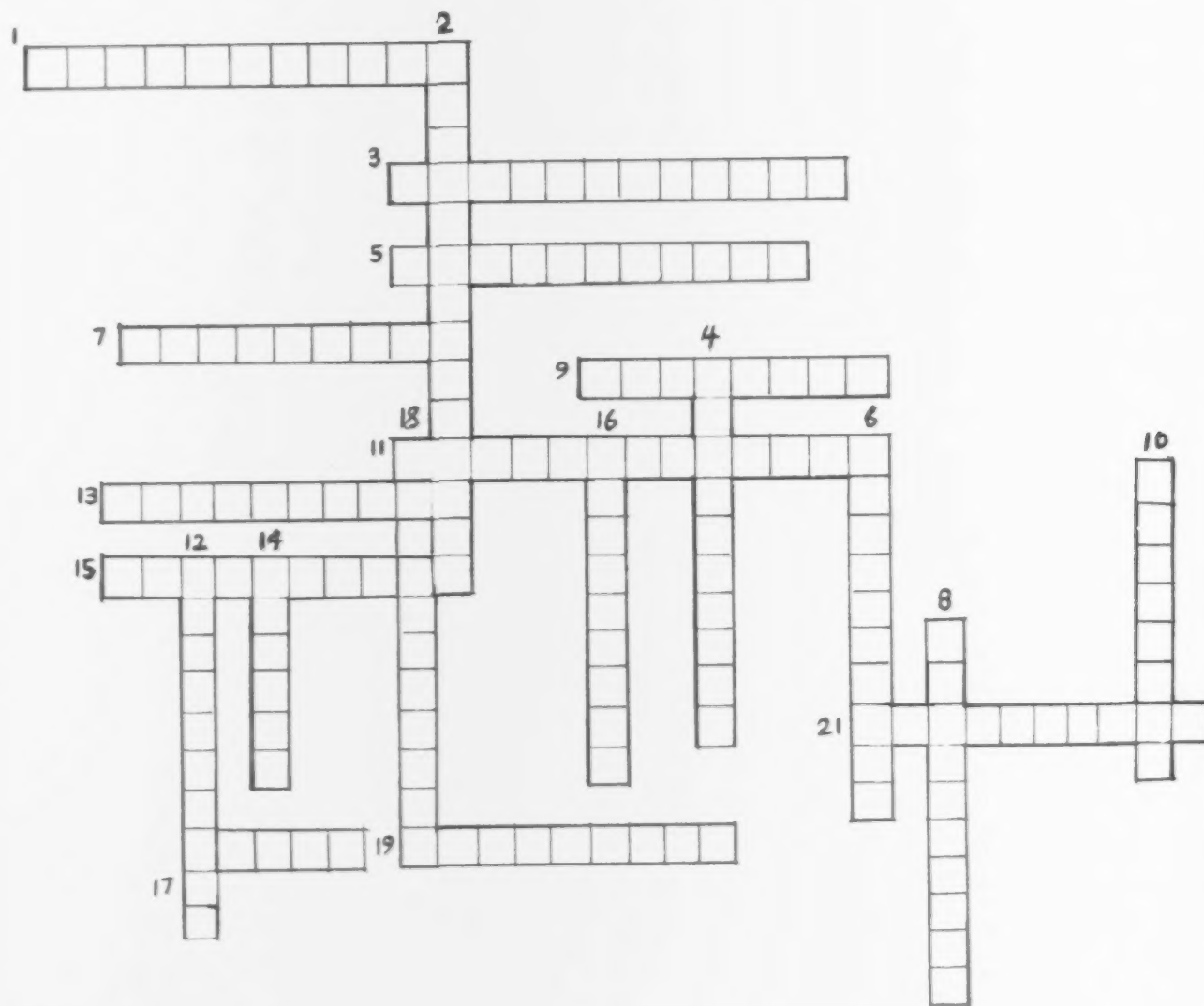
Group discussion may be helpful before writing.

L. Your Attitude Checklist

Directions: Select the attitude area(s) that you think you ought most to improve. Write a paragraph indicating how you would go about making this change in yourself.

- ___ 1. RESPOND APPROPRIATELY. Show that you understand what the other person said. To confirm the fact that you are listening to every word, you ought to say, "So you mean I should.....," or "Then I think you are saying....." AVOID using "uh-huh" or "yeah" in responding. Although common terms are comfortable to use, they are not good responses if you want to indicate that you really understand what the boss has said.
- ___ 2. TAKE STEPS TO MOTIVATE YOURSELF POSITIVELY. If there is a problem, you have the power to improve the situation by your own intellectual and emotional attitudes.
- ___ 3. IMPROVE YOUR SELF-IMAGE. Concentrate on your strengths instead of your weaknesses. All through life, we must keep working on a more positive outlook and better self-image. As we become better educated, more skilled in our occupation, and improve our physical appearance, we become more self-confident.
- ___ 4. USE YOUR JOB AS A LAUNCHING PAD. Use it to build friendships and contacts that will be important later on. Study this company so that you will have an understanding of how different firms function. If you observe the leadership style of your supervisor and others, you will be in a better position to advance yourself in the future.
- ___ 5. IGNORE ANNOYING OR BAD THINGS IN YOUR JOB SURROUNDINGS AND CONCENTRATE ON THE POSITIVE ASPECTS. For example, ignore physical working conditions such as an old building with poor facilities. Instead, look for the good things in the people you work with, especially your supervisors, and the product you are helping to create.
- ___ 6. TALK ABOUT POSITIVE THINGS INSTEAD OF COMPLAINING. Turn your attention to things you can achieve on the job and not to the negative factors. This is very important! No one wants to spend each day with a chronic complainer.
- ___ 7. DO NOT GET TRAPPED INTO A NEGATIVE WAY OF THINKING BY A FELLOW WORKER. That person is a loser. Bosses have a way of inviting irritating complainers to find another job that might bring them more happiness.
- ___ 8. MEET EMPLOYER EXPECTATIONS. Your employer may or may not choose to be kind, friendly, and understanding. Since your boss is paying YOU, it is in your enlightened self-interest to strive to please your employer.

Crosswork Puzzle



M. Attitude Crosswork Puzzle

ACROSS

1. Chronic absence from work or duty.
3. Measuring the quality and quantity of producing goods or services.
5. Fitting or suitable.
7. To bring to an end, to discontinue the employment of a worker.
9. A feeling or emotion toward a fact or situation.
11. To place too low a value on.
13. The process of setting, resolving, adapting, conforming to a situation.
15. Discouraged, disappointed, dissatisfied in some endeavor or task.
17. To interrupt one's activity or occupation for a brief period.
19. Existing or associating together harmoniously, agreeably.
21. Behavior marked by driving, forceful energy, assertive.

DOWN

2. To give false or misleading information with the intent to deceive.
4. The energy or aptitude displayed in beginning a plan.
6. Strong excitement or feeling for a cause or pursuit.
8. Two words: ask for a specific salary as fair payment for work.
10. Disagreeable; marked by hostility or opposing constructive action.
12. Not to be depended upon.
14. Disposition; a characteristic frame of mind or state of feeling.
16. A person capable of producing the desired effects.
118. Not seeing things clearly or accurately.

WORDS USED IN THE CROSSWORK:

absenteeism
appropriate
congenial
frustrated
negative
terminate
unreliable

adjustment
attitude
efficient
initiative
productivity
underestimate
wage demand

aggressive
break
enthusiasm
misrepresented
temper
unrealistic

N. Attitude Self - Inventory

RATE YOURSELF

	A REAL STRENGTH	I'LL GET BY	I NEED IMPROVEMENT
a. I control my temper.			
b. I get there every working day.			
c. I do what I am told.			
d. I avoid horseplay on the job.			
e. I get there on time.			
f. I work cooperatively with others.			
g. I follow orders promptly.			
h. I take orders without complaining.			
i. I get along with those in charge.			
j. I dress appropriately for my job.			
k. I do the best I can.			
l. I try to acquire the skills I need to improve my work.			
m. I take responsibility for my work.			
n. I care for equipment.			
o. I accept criticism without being upset.			
p. I do neat and accurate work.			

Directions: For at least two items from either your "I'll get by" or your "I Need improvement" columns, write a paragraph telling specific ways in which you will improve in those areas.

A. Understanding on the Job

The most important working relationship you must deal with is the one between you and your immediate supervisor. This relationship determines your success on the job.

What if you don't like your boss? Should you start looking for another job? What if the two of you dislike each other?

Both the employee and the boss share the responsibility of creating a relationship built on trust and respect so that both of you can work effectively and productively.

Sometimes it pays to look at a situation from the other person's point of view. Perhaps your boss is being given directions from those in higher authority and you are the only one who can be the recipient of your boss's frustrations. Maybe you hurt your boss's feelings by going over his or her head. It is thought by some experts that if employees examine their feelings carefully, they would discover that they want to be loved. On occasion, young people get their boss mixed up with their parents, and either resent their authority or expect too much tolerance for misbehavior.

HELP YOUR BOSS:

1. Don't create problems. Be a problem-solver.
2. Compliment your boss. Bosses are human, too.
3. Do things for your boss that your boss dislikes doing.
4. Don't give your boss a flat 'no.' Suggest alternatives.
5. Be honest, not brutal, with your boss.
6. Be fair. Someday, you may be a boss!

Getting along with the boss depends upon how you handle the situation. Few bosses are impossible. It is a good idea to take a good look at yourself to see how you have contributed to the conflict.

Activity: Role-play and solve the following problems:

How would you handle the following?

1. Your boss is in a bad mood and takes it out on you.
2. Your boss gives you an assignment at 4:30 PM. You have made plans to meet your friends for dinner. What do you say?

B. Understanding Pre - Judgements

Avoid pre-judging your co-workers. As a new employee, you don't know the whole story. You are in the poorest position to estimate others.

Very importantly, don't pre-judge yourself! You can do it! If you will it, it is not a dream.

Read the stories that follow. As you read, what is your reaction to them?

1. A 16-year old girl had been rejected by her beautiful mother and handsome father. Her mother blamed her for stealing and lying. She craved love and affection. She would seek attention from her parents in all the ways she could. She even swallowed money once to annoy her father.

When her parents died, she moved in with her alcoholic grandfather and her very strict grandmother. After her grandfather died, she was shipped off to live with her uncles.

Do you think she turned out to be:

- | | |
|-----------------|-------------------------|
| a. a criminal | c. an average person |
| b. a delinquent | d. a world-famous woman |

2. A little boy was born with a "brain-fever," according to the doctor, because he apparently had an extra-large head. In fact, three brothers and sisters died in childhood. Relatives and neighbors thought him abnormal. His mother, however, disagreed. She taught him at home because the teachers thought he was "different." He had only three months of regular schooling. He set the barn on fire, just to see what would happen.

What kind of person do you think he turned out to be?

- | | |
|----------------------|-----------------------|
| a. an average person | c. a mental patient |
| b. a delinquent | d. a brilliant person |

These are the stories of two famous people in American history. Do you know who they are?

1. The lonely, unhappy girl with the strict grandmother was Eleanor Roosevelt. She was to become a great social leader, author, lecturer, as well as the wife of U.S. President Franklin D. Roosevelt. She was called "The First Lady of the World."
2. The large-headed boy who teachers thought was "mentally ill" was Thomas A. Edison. Mr. Edison invented the light bulb, phonograph, and more than a thousand other things that make life better for us all.

How does this exercise show you that you never have all the information about people who are on or off the job?

Why might it be considered wise not to judge the winners or losers before the race is over?

C. Understanding The Judgement of Others

As you have learned from the previous stories, you can never accurately judge the abilities of other people. In the cases of Eleanor Roosevelt and Thomas Edison, most people underestimated their capabilities. No one would have voted them "most likely to succeed." Year later, however, they became famous throughout the world, acclaimed for their accomplishments.

Directions: How do you think other people see your potential for success? Imagine that you are the following people, writing about your ability to succeed. Write a paragraph which you think expresses that person's feelings on the topic.

A parent: _____

A teacher: _____

A friend: _____

A future boss: _____

Now ask those people what they really do feel about your ability to succeed. Report to your group what they say.

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This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

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Completing Your Job Picture

Learning Package A began with students looking in the mirror and drawing themselves. It is time to look at yourself in a new light.

The teenage years are a time for gaining greater insight about yourself, although it is a lifelong process. It is important to remember, however, that many of the major decisions of your life will be made within the next five to ten years.

We hope these workbooks have helped you, and that:

1. You have greater insight as to who you are.
2. You understand your values and how you make decisions.
3. You have improved your ability to communicate, on and off the job.
4. You have thought out possible job choices in a logical manner.
5. You have studied strategies for seeking employment.
6. You have practiced your interview skills more than most people.
7. You know what your rights and responsibilities are.
8. You know what is expected of you in order to get a job.

We wish you the very best of luck and hope that these workbooks will help you to get your foot in the door on your way to success!



Personal Contract

I hereby state that I have studied the information in the package, "How to Keep a Job." I understand what my employer will expect from me. I am willing to work on the following liabilities which are my weak points:

1. _____
2. _____
3. _____

I realize it is my responsibility not only to get a job, but also to do everything within my power to keep it. I know that this will take effort and sometimes adjustment on my part. Although I am aware of my liabilities, I will try to stress my assets instead. It is important for me to have a strong, positive self-image. If I believe in myself, others will too.

I sincerely believe it is now within my power to find and keep a job.

Date

Signature

Signature of Teacher

Signature of Witness

Summary Questions: Keeping the Job

Directions: Answer the following questions on a separate sheet of paper.

1. Define each of the following:
 - a. fringe benefits
 - b. job description
 - c. probationary period
 - d. seniority
 - e. collective bargaining
2. List five (5) ways that can smooth over the difficulties of starting and learning a new job.
3. Of the "11 Reasons Why People Get Fired," pages 54 to 58, write brief paragraphs for each of the five possible causes for dismissal, and how you would avoid these dangers.
4. What are three (3) methods that you can use to improve your attitude on the job?
5. What is meant by "accentuating the positive"? Why is this an important lesson not only in your career, but also in every other area of your life?

The Connection Between School and the World of Work

Career education is designed to bridge the gap between school and your career. The next six pages will show you how each of your high school subjects are really important to you as you prepare for the world of work.

RELATIONSHIP OF SCHOOL SUBJECTS TO JOBS

Jobs requiring a major in English are:

- | | |
|---|------------------------------------|
| 1. Author | 12. Hotel Manager |
| 2. Editor | 13. Receptionist |
| 3. Reporter | 14. Proofreader |
| 4. Poet | 15. Actor - Actress |
| 5. Lyric or song writer | 16. Librarian/Librarian/Technician |
| 6. Lawyer | 17. Radio-TV Announcer |
| 7. Judge | 18. Lecturer |
| 8. Legal paraprofessional | 19. Teacher |
| 9. Typist | 20. Teacher's aide |
| 10. Stenographer-Secretary | |
| 11. Flight Attendant (Stewardess-Steward) | |

Social Studies

This subject, in addition to possibly leading to a job, enables you to select good candidates for political office, vote wisely, understand how you can help to pass laws that can be of benefit to you, know how to get political action, etc.

Jobs for students interested in Social Studies:

- | | |
|------------------------------|-------------------------|
| 1. Foreign Correspondent | 11. Teacher |
| 2. Reporter | 12. Librarian |
| 3. Editor | 13. Archeologist |
| 4. Lawyer | 14. Paleontologist |
| 5. Social Worker | 15. Political Scientist |
| 6. Civil Service Jobs | 16. Historian |
| 7. Economist | 17. Anthropologist |
| 8. Sociologist | 18. Literary Writer |
| 9. Public Relations Director | 19. Research Director |
| 10. Geographer | 20. Social Worker |

Those of you who are good at Math have a wide variety of jobs to choose from:

- | | |
|--------------------------------|--|
| 1. Computer Programmer | 21. Commercial Teacher |
| 2. Systems Analyst | 22. Mathematics Teacher |
| 3. Architect | 23. Industrial Production Technician |
| 4. Commercial Drafter | 24. Industrial Traffic Manager |
| 5. All Engineers | 25. Secretary |
| 6. Chemist | 26. Actuary |
| 7. Accounting Technician | 27. Actuarial Clerk |
| 8. Statistician - Business | 28. Insurance Claims Adjuster |
| 9. Economist | 29. Insurance Salesperson |
| 10. Forester | 30. Bank Cashier |
| 11. Dentist | 31. Banker |
| 12. Dental Technician | 32. Surveyor |
| 13. Broadcasting Technician | 33. Bookkeeper |
| 14. Engineering Technician | 34. Accountant |
| 15. Electrician | 35. Mathematical Statistician |
| 16. Instrumentation Technician | 36. Development Technician - Engineering |
| 17. Machinist | 37. Optometrist |
| 18. Plumber | 38. Physician |
| 19. Carpenter | 39. Airplane Pilot |
| 20. Electronics Technician | 40. Navigator |

Below are careers requiring commercial skills:

- | | |
|--------------------------------|-----------------------------|
| 1. Certified Public Accountant | 18. Credit Manager |
| 2. General Accountant | 19. Department Manager |
| 3. Accounting Technician | 20. Business Executive |
| 4. Bookkeeper | 21. Waiter/Waitress |
| 5. Book Cashier | 22. Stock Clerk |
| 6. Banker | 23. Stocker |
| 7. Commercial Teacher | 24. Cashier Checker |
| 8. Teacher Counselor | 25. File Clerk |
| 9. Advertising Manager | 26. General Office Clerk |
| 10. Service Station Manager | 27. Industrial Sales Person |
| 11. Service Station Attendant | 28. Sales Promotion Manager |
| 12. Teletype Operator | 29. Hotel Manager |
| 13. Display Manager | 30. Telephone Operator |
| 14. Advertising Copywriter | 31. Typist |
| 15. Broker | 32. Stenographer |
| 16. Office Machine Operator | 33. Legal Secretary |
| 17. Salesman Office Machines | 34. Executive Secretary |

Physics

Not too many students take Physics, but those of you who do can consider the following careers:

- | | |
|-------------------------------|------------------------------|
| 1. Atomic Physicist | 19. Geneticist |
| 2. Drafter | 20. Plumber |
| 3. Architect | 21. Sheet Metal Worker |
| 4. Architectural Engineer | 22. Radio-TV |
| 5. Electrical Engineer | 23. Teacher |
| 6. Mining Engineer | 24. Mechanic |
| 7. Electronics Engineer | 25. Pattern Maker |
| 8. Electronics Technician | 26. Fire Fighter |
| 9. Electrician | 27. Lithographer |
| 10. Meteorological Technician | 28. Photographer |
| 11. Geophysical | 30. Optometrist |
| 12. Seismic Observe | 31. Opthalmologist |
| 13. Meteorologist | 32. Aeronautical Engineer |
| 14. Civil Engineer | 33. Aeronautical Technician |
| 15. Physical Chemist | 34. Airplane Pilot |
| 16. Forester | 35. Ship Pilot |
| 17. Dentist | 36. Navigator |
| 18. Veterinarian | 37. Atomic Energy Technician |
| | 38. Nuclear Engineer |

Music

Learning to appreciate good music can help you enjoy a concert, an opera, etc. This can often be obtained free through television, radio, free concerts, etc. You can also learn to play an instrument, either wind or string, and eventually play in the school band or orchestra. You can also sing in the chorus.

Careers in Music:

- | | |
|----------------------------|---------------------------------|
| 1. Music Director | 17. Piano Tuner |
| 2. Choral Director | 18. Musician |
| 3. Composer | 19. Impersonator |
| 4. Organist & Pianist | 20. Actor |
| 5. Piano Technician | 21. Actress |
| 6. Arrange of Music | 22. Comedian |
| 7. Choir Director | 23. Dancer |
| 8. Teacher | 24. Popular Singer |
| 9. Occupational Therapist | 25. Concert Singer |
| 10. Recreational Therapist | 26. Radio/TV Director |
| 11. Orchestrator | 27. Radio/TV Announcer |
| 12. Musical Entertainer | 28. Music Critic |
| 13. Orchestra Leader | 29. Music Supervisor |
| 14. Chorus Dancer | 30. Religious Educator/Director |
| 15. Sales Person | 31. Music Librarian |
| 16. Sales Manager | 32. Clergy |

Home Economics

Home economics can make you a good homemaker and wife and mother. It can help you decorate your home, make your own clothes (a terrific savings these days), learn how to prepare nutritious meals for you and your family, learn how to serve a meal attractively, etc. In other words, it will help you to live better as well as possibly prepare you for a job.

Here is a list of jobs for which Home Economics will be helpful:

- | | |
|---------------------------------|-------------------------------|
| 1. Dietician | 19. Waiter/Waitress |
| 2. Nutritionist | 20. Food Industry Executive |
| 3. Home Economist | 21. Fashion Executive |
| 4. Extension Service Specialist | 22. Cosmetologist |
| 5. Home Demonstrator | 23. Governess |
| 6. Child Care Administrator | 24. Clothing Maker |
| 7. Institution Superintendent | 25. Practical Nurse |
| 8. Dietary Consultant | 26. Registered Nurse |
| 9. Flight Attendant | 27. Homemaker |
| 10. Reporter | 28. Milliner |
| 11. Technical Writer | 29. Clothes Designer |
| 12. Vocational Teacher | 30. Interior Decorator |
| 13. Physical Therapist | 31. Social Service Worker |
| 14. Occupational Therapist | 32. Psychiatric Social Worker |
| 15. Home Service Director | 33. Early Childhood Educator |
| 16. Appliance Salesperson | 34. Advertising Analyst |
| 17. Food Sales | |
| 18. Cook | |

General Shop and Industrial Arts

A knowledge of woodwork can help you make many repairs around the house. You can also learn to make simple pieces of furniture, toys, and gifts, etc.

Skills learned in Shop can be very helpful in the following careers:

- | | |
|------------------------------------|-------------------------------|
| 1. Drafter, Mechanical | 18. Blacksmith |
| 2. Drafter, Electrical | 19. Welder |
| 3. Drafter, Architectural | 20. Machinist |
| 4. Mechanical Engineer | 21. Painter |
| 5. Engineering Technician | 22. Log Sawyer |
| 6. Industrial Traffic Manager | 23. Log Grader |
| 7. Electrical Technician | 24. Logger |
| 8. Electrician | 25. Wood Turner |
| 9. Tool Designer | 26. Plant Operator |
| 10. Shop Teacher | 27. Mechanical Maintenance |
| 11. Industrial Arts Teacher | 28. Farmer |
| 12. Cabinetmaker | 29. Farm Equipment Mechanic |
| 13. Instructor, Mechanical Drawing | 30. Gunsmith |
| 14. Carpenter | 31. Auto Mechanic |
| 15. Sheet Metal Worker | 32. Auto-Body & Fender Worker |
| 16. Plumber | 33. Diesel Mechanic |
| 17. Service Station Attendant | 34. Aircraft Mechanic |

Foreign Language

Being able to speak, read and write both English and Spanish today is almost a must. Store sales persons, health workers, lawyers, teachers, etc. will find this knowledge very helpful.

The following careers consider a knowledge of a Foreign Language as very important:

- | | |
|--|-------------------------------|
| 1. Singer | 18. Dramatic Coach |
| 2. Music Teacher | 19. Actor/Actress |
| 3. Composer | 20. Teacher |
| 4. Foreign News Interpreter/Translator | 21. Export Clerk |
| 5. Foreign Correspondent | 22. Stenographer |
| 6. Diplomat | 23. Flight Attendant |
| 7. Messenger | 24. Travel Guide |
| 8. FBI Agent | 25. Travel Agent |
| 9. Customs Examiner | 26. Historian |
| 10. Immigration Inspector | 27. Foreign Clerk |
| 11. Social Group Work | 28. Foreign Exchange Clerk |
| 12. Missionary | 29. Author |
| 13. Medical Assistant | 30. Anthropologist |
| 14. Tutor | 31. Librarian |
| 15. Receptionist | 32. Physician |
| 16. Information Clerk | 33. Nurses and Health Workers |
| 17. Salesperson | 34. Lawyer |

Following are jobs you can train for if you are interested in Physical Education:

- | | |
|-----------------------------|---------------------------------|
| 1. Summer Camp Director | 16. Umpire |
| 2. YMCA - YWCA Director | 17. Athletic Coach |
| 3. Sporting Store Manager | 18. Coach's Aide |
| 4. Recreational Therapist | 19. Athletic Trainer |
| 5. Public Health Educator | 20. Professional Athlete |
| 6. Guidance Counselor | 21. Tennis Pro |
| 7. Occupational Therapist | 22. Life Guard |
| 8. Physical Therapist | 23. Swimming Instructor |
| 9. Business Administrator | 24. Ski Instructor |
| 10. Teacher | 25. Sports Broadcaster |
| 11. Social Worker | 26. Model |
| 12. Sports Writer or Editor | 27. Scout Leader |
| 13. Laboratory Technician | 28. Park and Recreation Manager |
| 14. X-Ray Technician | 29. Sporting Goods Manufacturer |
| 15. Recreation Leader | |

Biology

A knowledge of the functions of your body can help you protect your health and that of your family.

A good knowledge of Biology is important in the following:

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|---------------------------|---------------------------------|
| 1. Biologist | 21. Registered Nurse |
| 2. Biochemist | 22. Public Health Nurse |
| 3. Biological Technician | 23. Paramedic |
| 4. Marine Technician | 24. Curator |
| 5. Forest Ranger | 25. Gardener |
| 6. Forester | 26. Farmer or Rancher |
| 7. Public Health Educator | 27. Food Processing Technicians |
| 8. Physician/Surgeon | 28. Veterinarian |
| 9. Occupational Therapist | 29. Tree Surgeon |
| 10. Immunologist | 30. Landscape Architect |
| 11. Laboratory Technician | 31. Botanist |
| 12. Bacteriologist | 32. Dietician |
| 13. Dental Assistant | 33. Home Economist |
| 14. Dental Hygienist | 34. Anthropologist |
| 15. Medical Secretary | 35. Zoologist |
| 16. Nursery Worker | 36. Herpetologist/Entomologist |
| 17. Horticulturist | 37. Health Administrator |
| 18. Animal Technician | 38. Fish and Wildlife Service |
| 19. Teacher | 39. Game Warden |
| 20. Practical Nurse | 40. Most Health Careers |

Chemistry

The knowledge of the chemical makeup of products can save your life and also save your money.

The following careers require some knowledge of Chemistry:

- | | |
|-------------------------------------|----------------------------------|
| 1. Surgeon/Physician | 21. Chemical Processing-Plastics |
| 2. Osteopath | 22. Chemical Salesperson |
| 3. Pharmacist | 23. Meteorological Technician |
| 4. Chemical Technician | 24. Detective |
| 5. Zoologist | 25. Criminological Chemist |
| 6. Bacteriologist | 26. Photographer |
| 7. Research Nutritionist | 27. X-Ray Technician |
| 8. Food Processing Technician | 28. Laboratory Technician |
| 9. Biochemist | 29. Forestry |
| 10. Atomic Energy Technician | 30. Ceramic Engineer |
| 11. Geologist | 31. Metallurgist |
| 12. Geological Technician | 32. Atomic Scientist |
| 13. Science Teacher | 33. Chiropodist |
| 14. Artist | 34. Dentist |
| 15. Paint Chemist | 35. Veterinarian |
| 16. Stationary Engineer | 36. Chemical Engineer |
| 17. Annealer Welder | 37. Research Chemist |
| 18. Electroless Plater Lithographer | 38. Registered Nurse |
| 19. Assayer | 39. Dietician |
| 20. Exterminator | |

The Economics of Working

You've landed a job and you already have your first week's salary spent -- in your head. You want to buy clothes, shoes, records, go bowling or to the movies. But, in your mental spending, you left out a few items such as car fare and lunch money for the following week. There you are working for one week and you're already broke!

Don't let this happen to you. Learn to manage the money you work so hard to make. Start by preparing a budget. Your budget begins with the amount of money you earn -- your take-home salary. Take-home salary? What is that? During the interview you were told that you would earn a certain salary. Isn't that the salary that you will take home? No, it's not.

You will probably receive your salary in the form of a paycheck. Depending on the company policy, paychecks can be distributed every week, every two weeks, twice a month or once a month. On your paycheck stub you will find the salary that was told to you during the interview. This is your GROSS pay. This sum includes your hourly/daily/weekly base pay rate plus overtime, piece rate or commission (depending on your type of job). Your paycheck itself will be in the amount of your NET pay. NET pay will be less than your GROSS pay. Why?

The NET pay is calculated by subtracting your deductions from your GROSS pay. These deductions include: FICA (Social Security) tax, Federal, state and city income tax withholdings, disability insurance. If your company does not pay the total cost for your health and life insurance premiums, deductions for these will also be taken from your GROSS pay. Let's look at an example:

Pay period ending:	9/10	Deductions:	FICA	\$ 8.00
Hours worked:	35		Federal Tax	16.00
Base rate:	4.57		State Tax	4.00
GROSS PAY:	\$160.00		City Tax	2.00
- Deductions	37.60		Disability Ins.	1.60
	\$122.40		Health Ins.	4.00
			Life Ins.	2.00
				<u>\$37.60</u>

Your NET pay is the figure on which you base your budget. In planning your budget, consider the following:

- Do you want a weekly or monthly budget?
- What is your NET pay?
- What are your fixed expenses? (rent, utilities, phone, food)
- What do you need to set aside for day-to-day living? (carfare, lunch money, personal needs, etc.)
- What are your entertainment expenses? (movies, bowling, books, records)
- What part of your earnings can you contribute to your family?
- Add up all of your expenses.
- Subtract all expenses from your NET pay. How much is left?

- Do what you are asked to do. Sometimes a supervisor will ask you to do a task that is not in your job description. Don't argue about it. Just do it as well as you can. You might learn something new.
- Be able to take instructions. Don't think that you know more than your boss. You may have learned to do that task a different way in school. But do it the way your supervisor tells you. Each company has different ways of doing certain tasks. Be flexible; it will help you to learn.
- Be polite to everyone. Cooperate with your co-workers. If someone is rude to you, keep your temper.
- Be able to take criticism. Don't be overly sensitive about your work. Your boss is not picking on you when he or she tells you that you did a task wrong. Your boss is just calling it to your attention so that you can fix it and improve the next time you do that assignment.
- When you're on the job, work on the job. It's pleasant to have a friendly, easygoing atmosphere at work if it does not hinder your performance. If someone continually strikes up a casual conversation which shows signs of rambling on, ask the person to continue the conversation with you at lunch. Don't wait until the boss comes by and asks you both why you're not busy working.

If you decide that you would like to change your job, make the change a positive experience. Don't just say "I quit."

First, find yourself another job. You might want to check with the personnel office to find out if you can transfer to another department or location. If not, start your job search by re-reading GETTING IT TOGETHER: MY JOB CAMPAIGN.

Give your supervisor at least two weeks' notice before you leave to take another position. You might arrange a meeting with your supervisor to explain why you feel the next job will be better for you. Cite positive reasons such as: "At my new job, I'll be making \$25 more a week." "The other company is giving me a job with more responsibilities and a better chance to move up in the company."

Remember to thank your present employer for the opportunity to work. Try to leave your job on good terms so that if the new job doesn't work out, you could always reapply to your present company for another position.

If your supervisor asks you to write a letter of resignation, give specific leaving dates, your plans and your reasons for leaving.

Economics of Working (cont'd)

The money that is left over at the end of each week or each month in your budget is your DISCRETIONARY money. This is the money that you can save, use to buy necessary items such as clothing or shoes. Maybe you want to make a big purchase such as a stereo. You might have to save some of your DISCRETIONARY money for a few months to make such a purchase. Your budget is your plan of how you can best use the money you make to buy the things you really want and the things you really need. If you follow your budget, you won't end up broke at the end of the week or have to live from paycheck to paycheck. Here's a sample budget form that you might want to follow:

MONTHLY INCOME:	(NET pay per week x 4 weeks)	\$489.60
EXPENSES: Fixed:	Rent	\$100.00
	Utilities	10.00
	Phone	10.00
	Food	150.00
	Car Fare	24.00
	Lunch money	40.00
		<u>\$334.00</u>
		- 334.00
		<u>155.60</u>
EXPENSES:	Entertainment	40.00
	Personal Needs	50.00
		<u>\$90.00</u>
		- 90.00
		<u>65.60</u>
DISCRETIONARY INCOME:	Savings	25.00
	Clothing	40.00
		<u>65.00</u>
		- 65.00
		<u>.60</u>

Vocabulary Review

net pay	insurance premiums	take home salary
gross pay	withholding	discretionary
carfare	commission	personal needs
budget	savings	expenses
deductions		

Source: "Getting It Together - My Job Campaign, Teachers' Edition.
Project O.V.E.R. - Office of Occupational and Career Education

BIBLIOGRAPHY

Selected Reading List

Ask your librarian how you can receive these free materials:

Gale, Barry and Linda. The National Career Directory. Over 2000 references to free and inexpensive materials.

Goodman, Leonard. Current Career and Occupational Literature. Arranged by career, this bibliography lists free or inexpensive materials available from corporations, government agencies, and professional organizations.

U.S. Department of Labor. Occupational Handbook. Annual. Following each article, there is a listing of addresses to which you can write for more information.

Selected free publications from the U.S. Department of Labor:

Jobs for Which You Can Train Through Apprenticeship.

Jobs for Which You Can Qualify if You Are Not a High School Graduate.

Jobs for Which You can Qualify if You're a High School Graduate.

Jobs for Which a High School Education is Preferred but not Essential.

A-V for free:

The Occupational and Career Education Resource Centers have many films and multi-media kits available for circulation at no cost.

Brooklyn Center: 347 Baltic St., 11201, Tele: 625-5519, 21

Bronx Center: 1021 E. 178th St., 10460, Tele: 328-1330

Queens Center: 138-11 35th Ave., Flushing, 11354, Tele: 359-3120, 1,2

Job-related biographies:

Albrecht, Mary Ellen. The Making of a Woman Cop.

Anderson, Peggy. Nurse.

Cameron, Betsy. Lisanne: a Young Model.

Haskins, Jim. James Van Derzee: The Picture Takin' Man.

LeFlore, Ron. Breakout: from Prison to the Big Leagues.

Lose, Phyllis. No Job for a Lady.

Parker, Willie. Halt! I'm a Federal Game Warden.

Pileggi, Nicholas. Blye, Private Eye.

Smith, Dennis. Report from Engine Company 82.

Walker, Thomas. Fort Apache

BASIC SELECTED REFERENCE SOURCES

Occupational Outlook Handbook. Bureau of Labor and Statistics, United States Department of Labor, 1970. Contains descriptions of more than 780 careers.

Dictionary of Occupational Titles. Volume I, Definition of Titles, 3rd edition. United States Department of Labor, Employment Service, Superintendent of Documents, 1965.

Hopke, William E. Encyclopedia of Careers and Vocational Guidance. Vol. I: Planning Your Career; Vol. II: Career and Opportunities. Fergusen Peabody Company, 1967.

Lovejoy, Clarence E. Career and Vocational School Guide. Fourth Edition, Simon & Schuster, 1973. A source book, clue book, and directory of institutions; training for job opportunities.

SELECTION TOOLS: BIOGRAPHY AND FICTION

Nicholson, Margaret E. People in Books: a Selective Guide to Biographical Literature Arranged by Vocations and Other Fields of Reader Interest. H.W. Wilson, 1969. 498 pp. \$12.00. 950 University Ave., Bronx, N.Y. 10452.

Haebich, Kathryn (Corp.). Vocations in Biography and Fiction: an annotated list of books for young people including easy-reading titles. Chicago, 9L9, 1962. 77 pp. \$1.75. 50 East Huron St., Chicago, IL 60611

REFERENCE BOOKS: POETRY

Granger's Index to Poetry (use poetry books in library, find poems which deal with work, the worker, or success and analyze the poems to identify the attitudes toward them).

Poems students can read and discuss which treat occupations include:

"A Civil Servant" by Robert Graves

"Dolor" by Theodore Roethke (office worker)

"Leaves of Grass" by Walt Whitman

"Night Shift" by Sylvia Plath (factory workers)

"The Gresford Disaster" (anonymous) - (miners)

"What Is He?" by D.H. Lawrence (cabinet maker)

"Buyers and Sellers" by Carl Sandburg (laborers)

"A Politician Is an Arse Upon" by e. e. cummings

"Jazz Fantasies" by Carl Sandburg (jazz musician)

"I, Too, Sing America" by Langston Hughes (laborers)

"Alberta K" - poem series by Langston Hughes

MAGAZINES

Career World: the beginning guide to career and self-awareness. Curriculum Innovation, Inc., monthly.

Real World: a look at life and work. King Features, 9 issues per year. A colorful, tabloid-size newspaper.

Getting it Together—my Job Campaign. Open Doors, 200 Madison Ave., New York, N.Y. 10016; (212) 516-2086.

NOVELS - Careers in Fiction

Anderson, Sherwood. The Egg. A small restaurant owner.

Butterworth, W.E. The Narc. A young police officer.

Bethancourt, T. Ernesto. Dr. Tom Superstar. The death of a rock superstar.

Bova, Ben. Kinsman. An astronaut.

Bradbury, Bianca. Mised-Up Summer. A nursing career.

Elfman, Blossom. The Butterfly Girl. A sympathetic social worker.

Hallman, Ruth. Midnight Wheels. Female car mechanic.

Keyes, Daniels. Flowers for Algernon. Doctors, nurses.

Le Guin, Ursula K. Very Far Away from Anywhere Else. Music and science.

Lipsyte, Robert. The Contender. A professional boxer.

Naylor, Phyllis Reynolds. Wrestle the Mountain. Professional artist.

Thurber, James. The Secret Life of Walter Mitty. Variety of jobs described.

Sindel, Paul. I Never Loved Your Mind. Teenagers working in a hospital.

NEW TITLES

Wolfe, Tom. The Right Stuff.

Mitchell, Joyce Slayton. Be a Mother and More: Career and Life Planning.

Mitchell, Joyce Slayton. I Can Be Anything—Careers and Colleges for Young Women.

The Men's Career Book: Work and Life Planning for a New Age.



GETTING YOUR FOOT IN THE DOOR

Employability Skills Student Workbooks

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